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A pragmatic basis for a competency-based reading program for high-risk open admissions college students.

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A PRAGMATIC BASIS FOR A COMPETENCY-BASED READING PROGRAM FOR HIGH-RISK OPEN ADMISSIONS COLLEGE STUDENTS

A Dissertation Presented

by

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ABSTRACT

The major objective of this study was to determine, beyond the literacy skills, which of the reading skills college students are required to employ most frequently in those introductory college courses which have a verbal emphasis. The other objective was to demonstrate a method of facilitating the learning of these essential skills through presentation of sample learning modules.

A review of the literature showed that many colleges have instituted reading development or remedial reading programs but these programs have not been significantly successful in many instances. However, there is some evidence of their positive effects on students' grade point averages, thus establishing the merit of the existence of such programs in colleges. Less information was found on research-based investigations of those reading skills considered essential for success in introductory college subjects. Halfter and Douglas (1956) isolated several skills needed for successful interpretation of business college subjects.

The population of this study were from an inner-city four-year college with a majority population of black and Puerto Rican underskilled students who were admitted through an open admissions policy. Subject area faculty were surveyed to determine their estimation of the reading skills most essential to interpretation of their course materials. Students who had just completed an introductory college course which had a verbal emphasis were surveyed to determine the reading and reading-related tasks which they were called upon to perform most often. Students were also asked to rank the tasks which they felt were most crucial to their passing the course. Textbooks used in these introductory courses were analyzed for organizational features and study aids.

The results showed an interrelationship among the skills rated essential by the subject area teachers, the tasks which students were required to do most often, the students' ranking of the most important tasks for passing particular courses, and concomitant skills derived from the textbook analysis.

The reading skills found to be essential for success in introductory college courses were presented and two competency-based learning modules utilizing two of the essential skills have been appended. Suggestions for further research include the need for a follow-up study to determine if those students who learn the skills found to be essential through the competency-based modules can maintain a C average in all of their future verbal-oriented introductory courses.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

THE NATURE OF THE STUDY

Open Admissions As a Force for Change

The concept of admitting students for post-secondary education regardless of high school average or graduating class rank is generally referred to as an open door or open admissions policy. Although different from the highly selective admissions procedures of the better known four-year colleges, open admissions is not new in the United States.

History. As early as 1847 the citizens of New York City voted to establish a tuition-free college in order to provide higher education opportunities to its young people who could not afford to go to the traditional colleges. The economic realities of limited resources and the increasing demand for college entrance gradually forced the City to adopt stricter academic standards of admission and once again higher education was no longer open to all who wished it.

Roueche & Sims (1968) reported that community and junior colleges have had open admissions for over twenty years and that in fact, most states now have laws guaranteeing admission to all adults and secondary school graduates who apply to the junior colleges.

The State University of New York commissioned a study in 1964 to find and examine the ways in which urban citizens who did not have "college potential" might benefit from post-secondary school training (Knoell, 1966, p. 3). The investigators had to explore educational possibilities for those high school graduates and adults who could not gain admission to the conventional four-year colleges. The recommendations from this study led to the establishment of the Urban Centers of the State University of New York which were to provide basic skills and pre-professional training to students.

During the same period, 1964, the Board of Higher Education of the City of New York announced its plan for universal post-secondary education for all New York City high school graduates who wanted it. This master plan was to have become effective in 1975 and included the following timetables: The top 25% of New York City high school graduate applicants were to be guaranteed acceptance into a four-year senior college, 10% of the graduates would be placed in College Discovery Programs, 40% would be admitted to the two-year community colleges, and the bottom 25% would enter educational skills center programs (Knoell, 1966).

This timetable was interrupted in 1969. The Board of Higher Education of the City of New York reacted to the demands of a group of minority students for increased admissions of disadvantaged black and Puerto Rican students to City University (Rosner, 1970). It was declared that as of June, 1970, all

New York City high school graduates would be considered eligible for admission to a college of the City University of New York.

This act, updating open admissions by five years, provided the citizens of New York City with an opportunity for social and economic mobility which was unmatched in the nation, because the colleges of City University were tuition-free. Guidelines were designed to provide remedial and supportive services to all students needing them, while at the same time colleges were to ensure maintenance of high standards of academic excellence. These guidelines also included a guarantee that students would have mobility and would not be tracked into a limited sector or program of the University system (Knoell, 1966).

The institution of open admissions prior to the projected plan of 1975 found many colleges unprepared to meet the anticipated remedial needs of incoming students. Each college launched its own "instant" program, and each program was different. Trial and error and change were the norm in the history of these programs (Lavin, 1974).

For every action there is a reaction. The radical changes in admissions policy, while viewed by the open admissions students as positive changes, created concerns which were most openly expressed by the detractors or opponents of open admissions. This group contended that the concept of open admissions was unworkable and that it could only lower academic standards

in general for all students. Although the lower socioeconomic status and lower academic achievement backgrounds of open admissions students were anticipated (Cross, 1971; Heller, 1973), and confirmed (Alford, 1971; Cohen, 1970; University Research Corporation, 1971), two additional possibilities of change caused great concern across the nation.

One anticipated change was the ethnic balance in the colleges. In fact, K. Patricia Cross stated very candidly, "Many educators as well as the general public are still thinking of the 'New Students' largely in ethnic terms." (p. 12). Her concern is supported by Etzioni (1971) who said that the trend is to think that open admissions programs are for minority groups and blacks.

Although the prevailing fear was that the open admissions colleges would change the ethnic balance from white to a majority of "minorities," when the open admissions program began in City University in 1970, the following ethnic statistics were reported by the University Research Corporation (1971): 17.1% of the incoming freshmen were black, 8% were Puerto Rican, and 74.9% were others. Although minority students were and still are viewed as a threat, initially they constituted a small percentage of the freshman population.

The change in ethnic balance is slowly becoming a self-fulfilling prophecy, however. The percentages of black and Spanish surnamed students are increasing while the percentage of other students is decreasing. In 1968,

approximately 85% of the City University students were others (other than black or Spanish surnamed), and in 1972, this group constituted less than 70%. On the other hand, in 1968, black and Spanish surnamed students comprised 10% and 7% of the population, respectively, while in 1972, their enrollment constituted about 22% and 10%, respectively (Buder, 1973). As of 1975, minorities comprised 36% of the City University freshmen (Bard, 1975).

The other predicted change was the possible lowering of academic standards because of the new minority students (Heller, 1973; University Research Corporation, (1971). Fear of this change was reflected in the attitudes of many "regular" students in attendance at City University Colleges. They resented open admissions because they feared the impact upon their personal academic and professional opportunities. In a survey of City University freshmen on the impact of open admissions, University Research Corporation reported that 52% of the white students felt that open admissions would diminish the reputation of the college. Sixty percent felt that open admissions had discouraged the city's scholastically achieving high school graduates from attending City University colleges. This same study showed that 95% of the black students who were surveyed felt that open admissions was a good idea because it gave everyone access to higher education and offered many people a second chance.

Academic and Socioeconomic Profiles of Open Admissions Students.

In order to present the problem in proper focus, some data on the socio-economic and academic profiles of the new open admissions students will be presented.

Economics and education cannot be separated. For students in the low socioeconomic strata, of whom a large percentage are minorities, the financial burden of getting post-secondary school education makes this goal almost impossible without some type of financial aid. Cross (1971) supported this contention in her reference to Knoell's (1970) study which found the differences in socioeconomic status between blacks and whites to be extreme. Cross wrote, "Blacks who do enter college do so against considerable socioeconomic odds" (p. 116).

In the first open admissions class of City University in 1970, the following economic data was gathered by the University Research Corporation (1971): less than 25% of the white students were from families with less than $8,000 annual income, as compared to 65-75% of the black students; 50% of the white students were not concerned about financing their education, while only 15% of the black students were not concerned.

The anticipation of the possible skill development needs of some of the open admissions students was confirmed by a report of the Council for Basic Education (1971). In May of 1970 and 1971, 41% and 43%, respectively, of

the entering City University freshmen were identified as needing some remediation in reading. The percentages needing intensive remedial help in reading were 10% in 1970 and 13% in 1971. By 1972, it was estimated that approximately 3/4 of the open admissions students and about 1/3 of the regular admissions students of City University had received some type of remedial help (Buder, 1973).

In summary, the history of open admissions is long, but the concept as adopted by City University of New York in 1970 was the most revolutionary and controversial. Many poor, undereducated people were given access to more than post-secondary education; they had the opportunity of obtaining a college education, tuition-free. Growing numbers of blacks and other minorities began taking advantage of this program and many were in need of remedial help in reading and math. Individual colleges set up their own remediation programs and the results of these programs are inconclusive. In the meantime, there were many opponents of the open admissions concept who felt that the standards of higher education had been lowered because of the presence of minority students. Hauser (1975) bemoans the $35 million expended annually on remediation for this program and refers to it as appearing to be geared toward helping undereducated students.

If the students who are directly involved were denied, society in general would be indirectly denied the possibility of having a broader base of contributing taxpayers in the future. The racial undertones, connotations of

lowered academic standards, and large operating budgets make it essential that sound meaningful remedial programs be launched before the opponents of this liberating concept gain sufficient strength to cause its total demise. As of April, 1976, the tightening of admissions standards has become a fact in the City University of New York and retention standards have been raised. These changes will have a profound effect upon present and future under-educated students of the University (Fiske, 1976; Kibbee, 1976).

Statement of the Problem

Remedial, support, or compensatory courses are offered new students whose test scores show a need for them in an attempt to ward off huge attrition figures (Cross, 1971). Remedial reading and English courses are now offered to those students whose high school averages or entrance test scores indicate a need for them, in each unit of City Univesity of New York (Lavin, 1974).

Compensatory-type language skills courses are intended to serve the students for two semesters, unlike the elementary or secondary school programs which are developmental, sequential, and cover a span of from six to twelve years. Open admissions students who have achieved literacy, but who cannot read college textbooks are placed in these courses before they begin a full academic program or course of study. They seek and need a

survival kit of strategies to begin to develop and use the cognitive language skills which are basic to success in college introductory courses. They have two semesters in which to acquire these abilities before the label or stigma of failure begins (Bard, 1975; Lavin, 1974).

The major problem on which this paper will focus is how to identify those reading skills which students must employ most frequently to succeed in introductory college courses which have a verbal emphasis. Attention will also be given to the competency-based method of teaching or facilitating learning of these essential skills in required reading improvement courses.

While students valiantly struggle to develop their reading skills, they need additional support. They need a set of skills which can be learned in two semesters, and which are essential to minimal success in non-quantitative introductory college courses.

Another facet of the problem is that there are no in-service staff development programs in meeting the reading needs of the students in the open admissions colleges in New York City. The teachers of average abilities need ways of determining not only how to teach students, but what to teach. Reading as one of the language arts has been obscured so that some administrators and classroom teachers think of reading as a subject, such as biology or history. Postman and Weingartner (1969) state: "The idea that the study of any subject is essentially a study of language seems to be recognized everywhere except in school" (p. 115).

In summary, three factors are key to this study: prior to the re-structuring of the City University in 1976, 3/4 of the students admitted under open admissions required remedial help (Schiavone, 1973); underskilled students will be allowed no more than two semesters to develop the reading skills which they need in college; and there is no in-service program for training teachers of compensatory reading skills programs in open admissions colleges. These factors are the focus of this paper: Which are the reading skills which students are required to use most often in introductory college courses and how can they be incorporated into a system which will facilitate their learning?

Design of the Study

The design of this study is descriptive, using the survey techniques of self-administered questionnaires. These questionnaires were administered to subject area teachers of an urban college and to students of this open admissions college who had just completed an introductory college course. Textbooks used in some of these introductory courses were analyzed for reading level and organizational features. The purpose of this study is to determine those reading and reading-related skills which are essential to success in introductory college courses and which can be learned within two semesters.

Signifieanee of the Study

At present, there is much emphasis on developing reading skills in open admissions remedial programs. To be sure, there are many students who need help in aehieving literacy, but there are also many in basic reading skills programs who are already literate. These students who have deeoding skills and who ean transform the printed word into speech need an educationally sound catalyst to get them started on the road to reading proficiency.

Budgetary problems in eolleges necessitate that all programs be sound and workable. Those institutions whieh involve any form of open admissions must justify this coneept by maintenance of programs with clear-eut objectives. The restructuring of the City University of New York with higher admissions standards and more stringent retention standards may be a harbinger of a trend toward reversal of educational opportunities for undereducated people. Remedial programs must be related to the skill demands of college courses before the doors are eompletely shut to "high risk" college aspirants.

Review of the literature indicates that more information is needed on what reading skills to teach literate but underprepared eollege students within the two semesters allotted to basie skill development. Many colleges do admit students needing basie reading skill development and it is intended that this study will produee findings which will eontribute some praetieal information on which are the essential reading skills that are needed for

survival in introductory college courses. The intent here is to pare down the general list of all useful skills to a specific list of those which are essential.

A method of teaching and facilitating learning of these essential skills is needed which provides opportunities for learning for teachers, and which is less expensive than many remedial reading programs now extant. The notion of admitting underprepared students to college is controversial and spending massive amounts of money on remediation at the college level is being seriously questioned. The literature has shown that one of the components which successful reading programs have in common is the opportunity for students to work individually at their own rate. Additionally, teachers of remedial reading in college need some means of helping themselves to develop proficiency in helping their students. The competency-based learning modules suggested in this study are offered as a step toward meeting these problems.

As teachers develop competency-based learning modules, they will grow in proficiency in setting goals, establishing criteria, developing curriculum, and evaluation. Use of learning modules can provide opportunities for more flexibility and creativity while at the same time lessen materials costs since several students can take turns sharing the same materials.

In summary, the objective of this study is to produce findings which will contribute practical information to the area of the development of

essential reading skills which will help students to survive in introductory college courses. It is intended that this data will be of value in selecting those reading skills which should be included as objectives in developing reading programs for open admissions-type students. A secondary aim is to demonstrate how these skills might be presented to students through a method shown by the literature to be successful.

Delimitations

Scope. This study includes presentation of those reading/thinking skills viewed to be essential for college success by the subject area faculty at Medgar Evers College, Brooklyn, New York. It also includes analysis of the ways in which students of Medgar Evers College have been required to use textbooks in introductory college courses, as well as students' estimation of which tasks were most important to successful completion of the courses. This project involves ascertaining only those reading/thinking skills which are essential to success in introductory college courses, and which students can reasonably be expected to acquire within two or three semesters. There is no intent here to present a four-year developmental reading program.

Limitations. A limitation of this study is the use of mail questionnaires to students who had just completed introductory college courses. The major weakness is the relative paucity of returns. Kerlinger (1964) advises that if

an investigator receives less than an 80% return, something should be learned about the "characteristics" (p. 397) of those who did not respond.

For purposes of this study, the relevant characteristics examined were the semester grades of each group--the respondents and the nonrespondents. Analysis of the final grades of each group revealed one characteristic which the nonrespondent group had in common--in each introductory course, a larger percentage of the nonrespondent group had received semester grades of less than C. This data is reflected in Table 1. The final grades of all students contacted may be found in Table 4.

Table 1

Percentages of Students Contacted Who Received Grades Below C in Introductory Courses

Business		Health Sciences		Natural Sciences		Political Science		Psychology		Sociology	
R	NR	R	NR	R	NR	R	NR	R	NR	R	NR
0	12	0	22	0	8	5	37	18	37	0	17

Note: R = Respondent; NR = Nonrespondent

Assumptions. The academic faculty at Medgar Evers College is capable of recognizing or making statements which describe skills which students must utilize in the successful performance of reading regular college assignments. The students who participated in introductory college courses are capable of

remembering and indicating which reading and reading-related tasks they were called upon to perform most often. They are also able to judge which of the reading and reading-related skills were most important to successful completion of the introductory courses in which they participated.

Outline of Chapters of the Study

Chapter I provides an introduction to the problem of this dissertation. This introduction includes the historical background, the statement of the problem, the significance of the study, and the delimitations of the study. Chapter II presents a review of the literature relevant to the stated problems. Chapter III describes the sources of data, instruments, and methods used to gather the data. Chapver IV includes presentation and analysis of the data gathered. Chapter V includes conclusions drawn from the findings, recommendations, and recommendations for further research.

CHAPTER II

A REVIEW OF RELATED LITERATURE

A major problem on which this study is focused is the discovery of those reading skills which students are called upon to use most often in introductory college courses. A second problem is to determine a method of facilitating the learning of these skills.

Studies related to the problems have been classified into the areas of: the factors involved in reading comprehension, those reading comprehension skills deemed essential for success in college courses, the relationship of remedial reading courses to the improvement of grade point averages, and the components of successful remedial reading courses.

Skill Factors in Reading Comprehension

The determination of which skills are important to the comprehension of written material has long been of interest to researchers. Some of the earlier important studies involved using factorial analysis as a means of isolating the specific skills or factors of comprehension.

Feder (1938) was interested in determining whether the level of an individual's perception affects the quality of responses to reading test items.

Test items were constructed with distractors which were graded. The gradations ranged from superficial to the highest level of understanding. Over seven hundred college freshmen were tested. Feder concluded from the findings that the subjects were generally consistent in their tendency to choose superficial or very high level responses. The findings supported his hypothesis that reading comprehension is not one indivisible skill but that there are degrees of comprehension which are manifested according to the mental maturity level of each testee.

Langsam (1941) analyzed a battery of reading tests in an attempt to determine the factors which were necessary to the comprehension of written materials. It was felt that if reading abilities were to be improved, it was necessary to have an idea of the factors involved. One hundred matched subjects were administered five reading tests, one English test, and two psychological tests. Langsam's factorial analysis revealed the presence of a verbal factor in which the reader must interact with ideas presented through words, a perceptual factor which involved the need for "perceiving detail" (p. 61), quickly, a word factor, requiring "fluency in dealing with words" (p. 62), a number factor, and a seeing relationships factor which required the ability to organize ideas and select those which were important.

Davis (1944, 1968) also studied the components necessary for comprehension of reading materials. A list was compiled consisting of several hundred reading skills which had been gathered from a survey of the literature. These skills

were grouped according to the mental processes required for the performance of each. The list was then narrowed down to nine elements of comprehension.

Those skills which were isolated were word knowledge, finding the meaning of a word by its context in a passage, following the organization of a passage, selecting the main thought of a passage, finding information in a passage in response to a question, drawing inferences from the content of a passage, determining an author's purpose, point of view, literary devices used, and ascertaining the mood of a passage. Davis also factor analyzed test scores to determine these components. His conclusions were generally confirmed by Spearritt (1972).

Reading Skills Essential for Success in College

An intensive five-year survey was conducted by Halfter & Douglas (1958) of the DePaul College of Commerce to determine the reading/thinking skills required for success in the business courses there. They examined every mid-semester and final exam and every textbook used in the business courses and concluded that a group of students termed "inadequate" (p. 42) needed direct instruction in the thinking skills peculiar to business courses. Inadequate students were described as those students who scored well on standardized tests by finding the main idea and details and noting the sequence of events. These investigators observed that this group of students needed the ability to generalize; define; understand the relationship of cause and

effect phenomena; understand the function of "indicative eonjunetions. . . therefore, henee, thus, so, then, in conelusion. . ." (p. 48); recognize and understand positive statements whieh are written in negative form ("No small minority, however influential, ean influenee the forgein poliey.") (p. 49); understand the meanings of statements which inelude what the writers eall "adversative propositions" (p. 50) sueh as "but, yet, on the other hand, although, despite the fact. . ." (p. 50); make correet inferenees from material eontaining adverbial qualifiers sueh as sinee, nevertheless, beeause; and outline using "Term-attribute or noun-adjective. . ." (p. 51) organization instead of the more familiar sentenee outlining.

Atkinson (1973) conduеted a "limited survey" (p. 619) of black eollege teachers who worked with blaek open admissions students in the State University of New York at Buffalo. Her major interest was in determining the role of the black teachers there so that they eould in turn meet the cognitive and affective needs of blaek students in a white university. The recommendations made, based upon the questionnaire responses, included the suggestion that teaehers design a basic communications skills eurrieulum for the blaek students. The curriculum recommendations based upon the survey results included the following skills: word reeognition, development of verbal concepts, comprehension, oral communieation, test-taking, work-study, using the library, and logical reasoning.

Remedial Reading Courses and Improvement in Grade Point Average

Numerous studies have been conducted in an attempt to determine the relative success of particular reading programs. This review will be limited to a selection of studies which refer to grade point average as one of the criteria of reading program success.

Barbe (1952) was interested in determining the effects of a remedial reading program, whether any growth was lasting, and whether college grades changed after exposure to remedial reading experience. He used 50 volunteers who ranged from freshmen to law students in their senior year. They were divided into experimental and control groups of 25 each. The control group was given no help in reading improvement, while the experimental group met in small groups of five for twelve weeks, receiving help in increasing reading rate and comprehension.

The mean grade point averages of the experimental group increased from 1.195 in the Winter Quarter of 1950 before remediation, to 1.95 in the Winter Quarter of 1951 after reading instruction. The control group's mean grade point average did not show significant change. It was 1.16 in the Winter Quarter of 1950 and 1.18 in the Winter Quarter of 1951. Barbe concludes that since the grade point average of the experimental group was significant at the .05 level, there is some indication that remedial reading instruction can positively affect grade point averages.

An evaluation of college remedial reading programs was made in which it was noted that although over one hundred studies had been reviewed, very few mentioned the effects of these programs on academic success and only one of those studies which used a control group reported significant academic gains as a result of the reading program (Robinson, 1950). Mouly (1952) was interested in the problem presented by this evaluation and designed a study to get further information. Students entering the University of Miami in the Fall of 1950 who received low scores on the entrance test were divided into two groups. The experimental group was programmed into a one-semester remedial reading course and the control group took no remedial reading. The course met three times a week for fifty minutes a session. A comparison of the honor-point ratio in June, 1951 of the experimental group who had completed the course with the control group's ratio showed it to be higher at the .01 level of confidence. As a result of the findings of this study, the writer concluded that participation in a remedial reading program can lead to improvement in academic performance.

Kingston & George (1955) found that the type of non-remedial courses taken must be considered when comparing grade point averages of experimental and control groups. Records of a group of juniors at the Agricultural and Mechanical College of Texas were examined. Comparisons were made between those who had participated in a voluntary reading course during their freshmen year and those who had not. The participating and non-participating groups

were further divided according to their majors--engineering, agriculture, and business administration.

The comparisons showed that the non-participant engineering and agriculture majors had grade point averages which were significantly higher at the .05 level than the participant majors. However, the mean grade point averages for the participant and non-participant business administration majors were practically the same. Kingston discovered that the engineering and agriculture majors had taken more credit hours of non-linguistic subjects such as math or chemistry. On the other hand, the business administration majors had taken courses which emphasized verbal or linguistic skills. The business education majors who had taken remedial reading compared significantly favorably with the non-remedial majors. The investigators concluded that if college students take courses which are heavily linguistic, participation in a remedial reading course may contribute to higher academic achievement.

In 1965, Pauk felt the need to determine for himself the relationship of reading improvement programs to improvement in academic standing of students. He felt that even though studies tended to show some statistical evidence that reading programs do contribute to increased grade point averages, the problem was that students were not being taught what they needed to know.

He designed two courses to test his hypothesis. The reading and study skills course enrolled 1,153 students who were matched with a control, non-participating group. The course met twice a week for 50-minute lectures for seven weeks. Two additional hours each week were spent in the lab practicing rapid reading. The study skills course had 61 students who had been matched with a control group. This course met for fifty minutes twice a week for three weeks. The course content included reading a textbook, taking lecture notes, writing a research paper, how to study and take exams, and some attitudinal factors. The reading/study skills course included these skills, the lab, and reading comprehension development.

Pauk found that both experimental groups had greater gains in academic grades than the control groups, and that the study skills group did as well as the reading and study skills group, possibly because the reading group spent too much time on speed reading. He recommended including study skills development in reading courses.

Dalton, Gliessman, Guthrie, and Rees (1966) designed a study to determine whether participation in a reading course at the University of Missouri would significantly improve grade point averages. They matched three groups of college freshmen and assigned each to one of three groups. The reading group met two hours a week for ten weeks and had lessons in development of reading rate, comprehension, abstracting, and summarizing. The orientation group had sessions on note taking, test-taking, writing papers, and planning

study time. This group met one hour a week for eleven weeks. The control group was enrolled in no special classes.

The grade point average of the reading group was significantly higher at the .01 level than the other two groups for their freshman year. However, after three semesters, the grade point average for the reading group was not significantly higher than that of the orientation group.

The investigators' final interpretation however, was that generally, those students who had been exposed to reading instruction tended to show greater improvement in grade point average than those students who had had no reading or study skill instruction.

Robert Allen Kaye (1971) exposed a group of failing college freshmen to a program which included one hour of counseling and one hour of training in study skills. Each week, he found that their grade point averages were significantly higher than the experimental group of failing freshmen who had no extra help. It was concluded that as a result of this 10-week experiment, 83% of the experimental group of freshmen continued their college careers, while 50% of the control group were dropped from the college.

Other studies acknowledge the importance of the grade point average as the ultimate determiner of success or failure in college. However, the investigators were interested in determining whether reading skills as measured by a standardized reading test could predict grade point averages or whether there is a significant correlation between the test scores and the

grade point averages. Those studies (Preston & Botel, 1952); (Robertson & Harrison, 1960); (Feuers, 1969) will not be discussed here as they do not include a reading program component.

Another study conducted by Pepper (1971) does include a remedial reading component. Marginal students enrolled at Wayne State University were given the Triggs Diagnostic Reading Test, Survey Section, as a pre- and post-test for a summer reading and study skills course. This course was designed to develop study skills and the reading proficiency of the students in preparation for college work. The students met one hour a day, four days a week for six weeks. Pepper correlated the test scores of the 155 remedial students who completed four quarters of work the following academic year with their honor point averages. It was found that the reading rate section and the vocabulary section of the Triggs test correlated significantly with students' honor point averages. There was no significant correlation between the comprehension sections and honor point averages. The conclusion was that the relevance of this data to the scholastic success of marginal students is unclear.

The Components of Successful Remedial Reading Courses

Several investigators have reported not only the relationship between students' remedial reading experience and grade point averages, but the components of successful reading programs as well.

Kilby (1945) investigated the relationship of remedial reading instruction to improvement in subjeet area grades, its value in improving grades in general, and the kind of remedial reading program whieh eontributes to grade improvement. One hundred ten Yale University freshmen whose median standard seores on the Iowa Silent Reading Test were below 101, volunteered to take remedial reading. It should be noted that this remedial group's SAT mean was 526 and its Iowa Silent Reading Test score mean was 93. The national freshman mean was 88. The experimental group was matehed with a eontrol non-remedial group and further divided into groups A, B, C, and D. Each group was exposed to a different remedial reading proeedure for six weeks. (Group A--intensive reading; Group B--rapid but thorough reading; Group C--rapid reading; Group D--skimming for main ideas.) After re-testing, each group spent two weeks in one of the remaining three proeedures.

It was found that those students who had had remedial reading instruction earned grades at the end of the semester which were signifieantly higher than their matched control group. Remedial reading instruction seemed to have little or no effect on grades in quantitative subjects--those whieh had no linguistie emphasis. Group D, which had had six weeks of skimming for main ideas appeared to accumulate a higher grade point average than Groups A, B, or C. Kilby could not find any reason for the higher performanee of Group D but concluded that in general, remedial reading instruetion is beneficial to college students.

McGinnis (1951) evaluated the methods and materials used with volunteer students who were enrolled in the Reading Laboratory at Western Michigan College. The experiment consisted of 20 selected reading lab participants and 20 non-lab students who served as the control group. The class standing of these two groups ranged from freshman to senior.

After tabulation and statistical treatment of the groups' grade point averages at the end of the semester, McGinnis found that students participating in the reading laboratory had made statistically higher gains which were significant at the .01 level. It was also concluded that the particular methods and materials used in the remediation made important contributions to this improvement. The methods included orientation and pre-testing, consultation with students about test results, student selection of assignments needed to correct their particular weaknesses, and an examination for visual problems. Students worked individually at their own pace under the supervision of a lab clinician. Participants were urged to apply techniques learned to their other courses and often worked in their own subject area textbooks.

As a result of hearing complaints from content area teachers at Northwestern State College that more and more students could not read college level material, Dubois (1969) designed a study to ascertain whether reading instruction would improve students' grades. Specifically, he was interested in determining whether content area materials or general reading materials

improve students' ability to understand textbook passages, that they retained this ability, and that content area materials were not necessary for this improvement.

Bednar & Weinberg (1970) examined 23 studies which had reported on the effectiveness of certain reading programs on improving the grade point averages of marginal or under-achieving college students. The non-intellective factors which characterized the effective programs included a structured course or environment, relatively long duration (more than one semester) and a counseling component.

Losak (1972) conducted an investigation to find out whether the remedial programs at Miami-Dade Junior College, an urban junior college, helped marginal or underprepared students. An experimental group of 427 freshmen who had scored at the 21st percentile on the School and College Ability Test were placed in a one-quarter remedial reading and writing course. A control group with the same scores were placed in regular college English courses. Neither group was aware of the experiment. The remedial program included the correction of mistakes in reading, improvement of vocabulary, location of key words and ideas, and writing simple sentences. There was no emphasis on study skills and no interaction with counselors. The criteria for judging whether the remedial program helped students included grade point averages, measurement of the rate of attrition, and successful performance in regular college courses the following quarter.

The investigator's findings showed that at the end of the fall period, the mean grade point average of the experimental group was significantly higher than that of the control group. At the end of the winter quarter, the mean grade point average for the experimental group dropped while that of the control group remained the same as it had been during the fall quarter. The rate of attrition for the experimental group was higher than the rate for the control group. In college English, only 3% more of the experimental group than the control group passed with a grade of D or better. Losak concluded that the experimental group's first quarter GPA was higher than the control groups' because fewer demands had been made on them as remedial students, and that the remediation did not have a positive impact on the students. It was recommneded that the entire program be restructured to meet the basic skill needs of this population and that the academic goals of these students be redirected into areas other than the traditional.

Fairbanks (1973) conducted an intensive investigation to determine which remedial programs were considered successful according to grade point average criteria and to ascertain the components and emphases which these successful programs shared. Of 79 studies examined, 60 used a comparison group and some type of statistical procedure noting the significance of their results.

A list of 28 factors deemed to be important to the content of a remedial program and a list of 16 program factors was devised by the investigator.

The 60 successful studies were examined to determine whether any of these factors had been included in the successful programs. Fairbanks found the following significant tendencies among the successful programs: emphasis on teaching students to find the main idea and to distinguish between fact and opinion; student involvement in diagnosis and evaluation of their strengths and weaknesses; provisions for students to work individually and at their own rate during class time; voluntary participation in the reading programs; a combination of reading, study skills, and a counseling component; over 40 hours of instruction.

Turner, Zais & Gatewood (1974) found that positive effects of their developmental program on open admissions students at Kent State University were not dependent upon the amount of time students spent in the program. They concluded that the quality of the program components was the key element. Their individualized learning development program assisted students in areas of demonstrated need and consisted of four components: study skills development, reading skills training, counseling, and tutoring as well as close communication with other departments of the University.

Two groups of students who had previously accumulated quarterly point averages were used. The control group and the experimental group consisted of 379 students each. Their previous quarterly point averages were used to measure any improvement. The non-participant group's mean quarterly point averages ranged from upward movement during one quarter, to a

shows that they are structured, were of fairly long duration, had study skills and counseling components, involved students in the diagnosis and evaluation of their strengths and weaknesses, provided time for students to work individually at their own rate in areas of special need, and emphasized the reading skills of finding the main idea and distinguishing fact from opinion.

Although several studies have examined the effects of reading programs and the common elements of those programs considered to contribute to an increase in students' grade point averages, many of them involved students who were not of the high-risk or open admissions academic level (Barbe, 1952; Fairbanks, 1973; Kilby, 1945; Pauk, 1965).

This review shows that while college reading programs are not significantly successful in every instance, there seems to be evidence of their positive effects on students' grade point averages, thus establishing the merit of such programs on the college level. Pauk (1965) hypothesized that students will learn what is taught them, but the problem is that they are not being taught what they need to know. This review indicates a need for more investigation and research in the area of skill demands actually being placed on "high-risk" underskilled students in introductory college courses.

C H A P T E R III

METHODOLOGY AND PROCEDURES

Questionnaires were developed to be self-administered by faculty and students to identify the reading skills viewed to be most essential and the reading and reading-related tasks which students are required to do most often in introductory college courses.

Procedure

Sources of Data. Chairpersons of the Divisions of Health Sciences, Humanities, Social Sciences, Education, Business, and Natural Science of Medgar Evers College were asked to distribute questionnaires to their faculty. A copy of the questionnaire may be found in Appendix A. This questionnaire was self-administered, included items of the fixed alternative type and provided an opportunity for open-form responses at the end.

The faculty was asked to rate the reading skills listed on the questionnaire according to their estimation of the importance of each in the successful completion of college courses and to add any other skills which they felt were essential. The descriptive scale used was: Essential (E), Very Useful (VU), Helpful but not necessary (H), Useless (U). The purpose of the questionnaire

was to ascertain the essential reading skills as viewed by the content faculty.

In recognition of the fact that some subject area instructors may have found it difficult to label reading/thinking skills, the questionnaire included a list of these skills, obtained from publications of the Board of Education of the City of New York (1967, 1968). These bulletins were used as references in an attempt to determine what reading skills high school graduates are presumed to have developed.

Informal meetings held with some college subject area teachers in the Spring of 1973 were another source of identification of skills. The questionnaire was pre-tested at these meetings and revised for clarity. Other revisions simplified the tasks requested of the respondents, and included suggestions made at these informal meetings.

Space was provided for the instructors to write in any skills which they felt were important but which had not been included. This extended the opportunity for those instructors who may have experienced difficulty in interpreting the skills listings, to enter any skills in their own words. The questionnaire was constructed so that the subject area faculty would indicate the need for competence in each skill through the use of the qualitative rating scale. The rationale was that these instructors are the ultimate determiners of success in that they set the reading tasks, they evaluate the students' interpretation and analysis of the literature of their fields, and they assign the grades.

Textbooks of the introductory courses in the Business, Social Science and Natural Science Divisions of Medgar Evers College were analyzed to determine organizational features and the types of study aids included in the introductory texts used. The purpose was to determine the frequency of occurrence of these features. On the premise that students do have to read their textbooks, analysis of the prevalence or absence of features such as summaries, or illustrative materials would provide a basis for including the teaching of how to recognize or interpret them in the list of essential skills. The Fry Readability formula was applied to three randomly selected passages from each of the textbooks to determine the general reading level of these texts. The titles and publication data of each of these textbooks may be found in Appendix B.

Although some type of textbook analysis is useful in determining the types of textbooks in use in introductory courses, this inquiry would be incomplete without an assessment of the ways in which students are required to use these textbooks. Questionnaires were sent out to 163 students who had taken selected introductory college courses in the Spring of 1975. A copy of this questionnaire and the covering letter will be found in Appendix C. The introductory courses selected were the survey-type courses which presume no previous training in the particular content area, and which are traditionally taken by freshmen. The courses were Introduction to Business, Introduction to Health Science, Introduction to Natural Science, Introduction to Political

Science, Introduction to Psychology, and Introduction to Sociology. With the exception of Introduction to Health Science, which offered only one section in the Spring 1975 semester, the sections from which data were gathered were chosen by a table of random numbers. It should be noted that Medgar Evers College has a small population and offered a maximum of four sections for each introductory course. Details on the number of sections offered may be found in Column 2 of Table 3.

Freshman English was not included because of the traditional emphasis on writing and on literature or literary-type materials which differ from subject area course materials. Since most college courses are subject-matter oriented, and since the development of writing skills and style are beyond the scope of this paper, students' estimation of the most important behaviors for passing Freshman English were not considered.

The questionnaire was pre-tested in the Spring of 1975 and revised so that the fixed choices were less ambiguous. A section was added to elicit more information. The instrument was to be self-administered and was mailed to students' homes. The intent was to provide a uniform stimulus which would be responded to by individuals. A second set of factors which made mailing useful was that summer vacations began at the end of the spring semester, the students were not present at the college, and the information sought might not have been fresh in their minds when they returned for the fall semester.

The purpose of this questionnaire was to obtain the students' perceptions of the frequency with which they were expected to perform 12 reading and reading-related tasks. These 12 tasks were then telescoped into four behaviors which students were asked to rank according to the most important task for passing the courses taken in importance for passing the courses taken.

In conclusion, the reading skills rated essential by at least 50% of the teacher respondents, the study aids which appeared most frequently in the textbooks which were analyzed, the tasks which student respondents indicated they were called upon to perform most frequently and the behaviors rated by students as being most important for passing the introductory courses will be listed. This list will serve as the basic essential skills reference for this study, constituting those reading and reading-related skills which students are required to use most often in introductory college courses. Competency-based learning modules will be presented for two of these essential skills.

It is intended that these findings will provide a relevant link between practice and application of the skills needed for minimal success in introductory college subjects and that they will provide a practical information base for goal-setting for instructors in reading programs in what are now known as open admissions colleges.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

In order to determine what reading skills are essential to success in selected introductory academic college courses, subject area teachers and students were surveyed and textbooks for five of these courses were analyzed for organizational features and prevalence of study aids. This chapter will briefly review the procedures and present the findings of the surveys.

The Teacher Questionnaire on Essential Skills

Subject area teachers were asked to rank a selected list of reading skills according to their estimation of the importance of having these skills for success in college courses. As stated previously, these teachers are those who determine the "success" or "failure" of students. Space was also provided for the teachers to write in any skills which they felt were important and which might have been omitted from the list. The skills were to be rated according to the descriptive scale of: Essential (E); Very Useful (VU); Helpful but not necessary (H); Useless (U). The purpose of this survey was to determine what reading skills the subject area teachers considered essential for success in introductory college courses.

Of the 19 teacher respondents, 17 have taught introductory college courses. Eleven of the 44 skills presented were checked most frequently as being essential by 50% or more of the teacher respondents (10 or more). These essential skills have been listed in rank order of importance as determined by the respondents. The skill numbers as they are indicated on the questionnaires are in parentheses. The teachers felt that students should be able to:

1. discern the stated main idea (8)
2. identify the topic of a passage (7)
3. use logical reasoning to form valid conclusions (19)
4. correctly interpret test-oriented questions (37)
5. use deductive thinking to form a conclusion (42)
6. develop a reading vocabulary which includes common words which have both generalized meanings and specialized meanings in subject areas (3)
7. discern the difference between the topic or thesis of a selection and the main idea of a selection (9)
8. understand the basic organization and structure of a paragraph (11)
9. identify major details which support main ideas (13)
10. determine causes-effect relationships (20)
11. choose the correct meaning of a word from several given dictionary definitions by noting the way the word is used in the context. (34)

The three skills which were checked as essential with the greatest frequency were, discerning the stated main idea (100% of 19); identifying the topic of a reading passage (89% of 19); using logical reasoning to form valid conclusions (68% of 19). Of the three non-respondents to Skill Number 19, using logical reasoning to form valid conclusions--one put a question mark, one noted that this skill as stated was not clear, and one indicated that this skill would best be taught in a logic course. In recognition of the possibility that this skill as stated might present a problem, it was restated as Skill Number 42, using deductive thinking to form a conclusion. Stated in this manner, this skill was ranked as fifth in importance of essential skills. The non-respondent who had put a question mark checked Skill Number 42 as essential. The teacher who stated that Skill Number 19 was not clear also noted that Skill Number 42 was not clear. The teacher who felt that Skill Number 19 should be learned in a logic course also indicated that Skill Number 42 should be learned in a logic course.

The three skills which the fewest number of respondents checked as essential were knowledge of the general history of language and why it started (no responses); familiarity with some common figurative language expressions (1 response); and determining the techniques used by writers to achieve their purposes (2 responses). Three respondents checked determining the techniques used by writers to achieve their purposes as useless.

Although the majority of responses indicate general agreement that students should be able to think logically, few responses indicated a need for evaluative thinking. Evaluative thinking is ranked among the more complex of the cognitive skills (Bloom, 1956) (Strang, McCullough, Traxler, 1962), but these skills were ranked essential by very few teachers. Evaluation of the logic of arguments or acts found in reading passages (Skill Number 25) was ranked as essential by only 5 (26%) of the respondents. The tally of responses to the questionnaire on essential skills may be seen in Table 2.

Of the eleven reading skills checked by the respondents as being essential to success, the skill of developing a reading vocabulary is in the category of developing word power. Discerning the main idea, identifying the topic of a passage, discerning the difference between the topic and the main idea of a selection, identifying major details which support the main idea, understanding the basic organization and structure of a paragraph, are in the category of literal comprehension. The following skills can be placed under interpretive comprehension: using logical reasoning to form valid conclusions and, determining the cause-effect relationship of events in passages. No evaluative skills were selected as essential, but under other thinking skills, the teachers chose using deductive thinking to reach a conclusion. Under study skills there are two essential skills: correctly interpreting test-oriented questions and choosing the correct meaning of a word from several given dictionary definitions by noting the way the word is used in the context. It is recognized

Table 2

Tally of Responses to Teacher Estimation of Essential Reading Skills

N = 19

Skill No.	E	VU	H	U	Total	No. Res.	Skill No.	E	VU	H	U	Total	No. Res.
1	0	2	14	2	18	1 NR	23	6	8	3	0	17	2
2	6	8	4	0	18	1 NR	24	2	4	8	3	17	2
3	10	6	3	0	19		25	5	5	5	1	16	3
4	9	7	1	0	17	2 NR	26	4	6	6	2	18	1
5	5	11	3	0	19		27	8	8	2	1	19	
6	1	6	10	2	19		28	8	7	2	1	18	1
7	17	2	0	0	19		29	9	8	1	1	19	
8	19	0	0	0	19		30	7	11	1	0	19	
9	10	4	2	1	17	2 NR	31	5	6	6	2	19	
10	8	4	2	1	15	4 NR	32	5	8	3	2	18	1
11	10	6	3	0	19		33	5	6	5	2	18	1
12	6	6	6	1	19		34	10	5	4	0	19	
13	10	8	1	0	19		35	4	7	6	1	18	1
14	7	6	6	0	19		36	5	5	5	2	17	2
15	9	7	3	0	19		37	12	5	0	1	18	1
16	9	3	5	0	17	2 NR	38	7	8	2	0	17	2
17	6	10	3	0	19		39	5	5	5	0	15	4
18	9	5	3	1	18	1 NR	40	4	11	2	0	17	2
19	13	3	0	0	16	3 NR	41	8	6	3	0	17	2
20	10	4	5	0	19		42	11	7	1	0	19	
22	8	6	5	0	19		44	6	5	3	1	15	4

Key: E - Essential
VU - Very Useful
H - Helpful
U - Useless

NR - No Response

that although the last skill involves developing word power, it also provides the study skill of using the dictionary as a reference.

Several teachers took advantage of the opportunity to add other skills which they viewed to be essential. These additions have not been included in the previous listing because they were either individual considerations or restatements of skills already listed. They may be found in Appendix D.

The Student Questionnaire

In view of the concern of some opponents of the open admissions concept that academic courses are probably "watered down" it was deemed important to determine whether students felt that they were actually required to read college level textbooks in selected introductory academic subjects in an open admissions college. Former student participants in these courses were used as sources of this information.

The major purposes of the student questionnaires were to determine the types of reading-related tasks which the students had to perform most frequently in their courses in order to pass, and to get the students' estimation of which of several given tasks were most important for passing the courses. The responses to the questionnaire provided additional bases for determining essential skills needed for successful completion of introductory college courses.

One hundred sixty-three questionnaires were sent to students who had taken introductory college courses in the Spring of 1975 at Medgar Evers College. Fifty-eight (36%) were returned, of which fifty-one or 31% were usable. The introductory courses were: Introduction to Sociology, Introduction to Natural Science, Introduction to Health Science, Introduction to Psychology, Introduction to Business, and Introduction to Political Science. The course titles, number of sections offered in the Spring, 1975 semester, number of questionnaires sent to students, and number and percent of responses are presented in Table 3. Most of the responses came from students in the Introduction to Health Science, Introduction to Psychology, and Introduction to Sociology courses. The largest number of responses used (14) were those of students from Introduction to Sociology. The smallest percentage of responses came from students of Introduction to Psychology. Students who had taken Introduction to Natural Science sent in the highest percentage of returns (46%) although the number was small (6). Conversely, the largest percentage of grades below C were received by students in the Introduction of Psychology class and only one student who had taken Introduction to Natural Science had a grade below C, and that grade was a W.

In general, the student respondents had earned "successful" grades in the introductory courses surveyed. Of the 51 respondents, 45, or 88% had grades of C or better. The final grades of student respondents and non-respondents will be found in Table 4.

Table 3

Summary of Numbers of Introductory Course Sections Offered, Student Questionnaires Sent, Returned, and Used

Introductory Course Titles	No. of Sections Offered Spring, 1975	No. of Teachers	No. of Questionnaires Sent to Students	No. of Returns	% Returns	No. Used
Introduction to:						
Business	2	2	8	3	38	3
Health Science	1	1	35	14	30	11[a]
Natural Science	3	2	13	6	46	5[b]
Political Science	2	1	21	7	33	5[c]
Psychology	4	3	50	14	28	13[d]
Sociology	3	3	36	14	39	14

Note: [a]Three returned undelivered

[b]One returned undelivered

[c]One returned undelivered.
One had no name. The grade could not be checked.

[d]One return was not on the class roster

Table 4

Final Grades of Respondents and Non-Respondents
to Student Questionnaires

Grade	Introduction to: Business		Health Science		Natural Science		Political Science		Psychology		Sociology		Total	
	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR	R	NR
A	1	-	2	2	2	1	1	-	1	-	3	1	10	4
B+	-	-	4	3	1	-	-	2	1	1	-	1	6	7
B	1	4	2	3	2	1	-	-	3	4	5	4	13	16
C+	-	-	-	2	-	1	1	1	1	-	2	3	4	7
C	1	-	3	4	-	2	2	4	2	6	4	5	12	21
D	-	-	-	-	-	-	-	4	2	1	-	1	2	6
F	-	-	-	2	-	-	1	2	2	11	-	3	3	18
Inc.	-	1	-	2	-	-	-	1	1	6	-	2	1	12
W	-	-	-	3	-	1	-	-	-	-	-	-	0	4
No grade entered	-	-	-	-	-	1	-	-	-	7	-	2	0	10
Totals	3	5	11	21	5	7	5	14	13	36	14	22	51	105

Note: R = Respondent; NR = Non-Respondent

156 grades are listed because seven returns could not be used

The student questionnaire included 13 fixed alternative items. Items one through twelve were designed to determine the students' perceptions of the frequency of occurrence of common reading-related tasks, such as being assigned to read chapters of the textbook at home or reading other course-related materials. Students were asked to respond by checking Always, Frequently, Occasionally, Rarely or Never. Questions were also asked to determine whether classroom tests were related to the textbook readings and whether the teachers' lectures were based on the textbook readings. One question was designed to determine whether students were expected to be able to discuss assigned textbook chapters in class. The summary of student responses to Questions 1 to 12 may be found in Table 5.

The most common reading-related tasks were determined by adding the percentages of responses found under the headings of Always and Frequently in Table 5. Those sums which reflected 50% or more of the students' responses to each equestion have been presented in Table 6 as the most common reading-related tasks. The data from Questions 1 through 12 reveals that students who took these introductory college courses were required to read the assigned textbooks and that although the teachers discussed the chapters in class, the students were expected to be able to contribute to the discussions. The data also shows that the classroom tests were based primarily on content from the textbooks and the teachers' lectures. According to the information supplied

Table 5

Summary of Responses to Student Questionnaires
(Questions 1 to 12) N = 51

Question No.	Always		Frequently		Occasionally		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Required to read textbook	35	69	9	18	7	14	0	0	0	0
2. Answer textbook questions	14	27	11	22	3	6	4	8	19	37
3. Answer teacher questions	11	22	6	12	17	33	6	12	11	22
4. Expected to discuss chapters in class	28	55	8	16	12	24	2	4	1	2
5. Teacher discusses chapters	33	65	13	25	4	8	1	2	0	0
6. Teacher lectures based on text	22	43	23	45	5	10	1	2	0	0
7. Texts based on text	37	73	12	24	2	4	0	0	0	0
8. Tests based on teacher lectures	23	45	13	25	10	20	5	10	0	0
9. Required to read magazine articles	2	4	7	14	21	41	5	10	16	31
10. Required to read newspaper articles	1	2	4	8	15	29	16	31	15	29
11. Required to read professional articles	3	6	7	14	17	33	14	27	10	20
12. Required to read teacher-written materials	3	6	3	6	4	8	6	12	35	69

Note: Percentages have been rounded off to the nearest whole percent.

Table 6

Summary of the Most Common Reading-Related Behaviors in Introductory College Subjects (As Rated by Student Respondents)

Description	Percentage of Responses		
	Always	Frequently	Total
Texts based on textbook	73	24	97
Teacher discusses chapters in class	65	25	90
Teacher lectures based on textbook	43	45	88
Required to read textbook	69	18	87
Students discuss chapters in class	55	16	71
Tests based on teachers' lectures	45	25	70

by the students, they were rarely requested to read magazine, newspaper, or professional journal artieles. Also, in the courses surveyed, it is apparently not eustomary for the teachers to supply teacher-written materials. Although the textbooks surveyed for this study contained provocative questions and interesting points for discussion, less than 50% of the student respondents indicated that their teachers had required them to answer textbook questions.

The returns show that overwhelmingly students were given assignments to read textbook chapters at home. Students seemed to perceive the relatedness of teacher lectures and discussions to the textbook and material, and that most of the tests were based on the textbook, teacher lectures, or both. Classroom participation by the students was frequently expected and encouraged, and some teachers assigned students to answer questions found in their textbooks.

In summary, all but seven students responded that they were always or frequently assigned chapters of their textbooks to read. A check of the final grades of these seven ruled out the possibility for all except one that their responses had been due to their poor performance in the course (see Table 7). This group was from two courses--Introduction to Health Science and Introduction to Business. Further investigation showed, however, that these same students rated reading the testbook as the most important task for passing the course at 4 and 5 with the exception of one, who rated it 2. Examination of their individual comments showed that in the Introduction to Business Course, the teacher

Table 7

Semester Data and Ratings of Students Who Checked "Occasional" Textbook Chapter Assignments

Course	Students' Semester Grades	Ratings of the Importance of Reading the Textbook for Passing the Course
Introduction to the Health Sciences	C	5
	C	2
	B+	4
	B+	5
	Inc.	5
Introduction to Business	C	4
	B	4

brought in reproduced copies of articles from magazines and journals which were described as "always relevant to the course." In the Introduction to Health Sciences course, student comments revealed that much emphasis had been placed on outside work and term projects. One student wrote, "We hardly ever use the book. Most of the course consisted of a project we had to do. The project was a term paper." Another wrote, "This course was also based on outside work, that related to the different health professions." A summary of non-rated student comments may be found in Appendix E.

Question Number Thirteen was designed to determine the students' estimation of which of four given reading-related tasks was most important to passing the courses they had just completed. This question required responding to a rating scale of 0 (the loest estimation) to 5 (the highest estimation). Space was also provided for the students to include and rate other tasks which had not been included, but which they felt had been important.

No student rated reading the textbook below 2 on the scale in importance to passing the course. Ten percent (5) of the students rated reading the textbook as 2 on the scale, while 90% (46) rated it from 3- 5, toward the high end. Fifty-five percent of the student respondents (28) rated reading the textbook 5 on the scale in importanee to passing the course.

Taking good lecture notes was also viewed by the students as being very important to passing the course. Fifty-one percent rated this task 5, while 4% rated this task at 0.

Most students did not feel that reading other materials was very important to passing the course, while the importance of contributing to class discussions was fairly well distributed on the scale.

Those reading-related behaviors which 50% or more of the students rated highest in importance for passing the course in response to Question Number Thirteen are reading the textbook and taking good lecture notes. The summary of student responses to Question Number Thirteen may be found in Table 8 and the summary of the most important behaviors for passing the course as rated by 50% or more of the student respondents may be found in Table 9.

Organizational Analysis of Textbooks

Analysis of the organizational layouts of textbooks used in these introductory courses revealed that all but the business textbook included illustrative materials which required interpretation. This was the most prevalent feature noted. The sociology textbook contained only two graphs and thirteen tables, but the natural science, psychology, and health science textbooks abounded in illustrative materials such as graphs, diagrams, and tables. Reading of these textbooks would include reading and interpretation of these illustrations. The reading grade level study which was done on each of the textbooks according to the Fry Readability Scale showed that all of the textbooks were generally on the "college level." The organizational features for which the textbooks were examined and the findings are listed in Table 10.

Table 8

Summary of Responses to Question No. 13 of Student Questionnaire
(The Most Important Behavior for Passing the Course) N = 51

	Rating Scale: 5 (High) - 0 (Low)											
	5 Responses		4 Responses		3 Responses		2 Responses		1 Responses		0 Responses	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
a. Reading the textbook	28	55	11	22	7	14	5	10	0	-	0	-
b. Taking good lecture notes	26	51	15	29	3	6	2	4	3	6	2	4
c. Reading other materials	2	4	8	16	7	14	15	29	12	24	8	16
d. Talking a lot in class	4	8	12	24	10	20	8	16	7	14	10	20
e. Other	1. Interviewing a health professional. 2. Giving an oral report		1. Hospital trip. 2. Class discussions.		1. Attendance. 2. Term paper. 3. Open class debate.		1. Use of reference books by other authors. 2. Use of study guide from instructor. 3. Use of reference books recommended by instructor.		1. Tests 2. Discussion with others. 3. Personal research on lecture notes.			

Note: Percentages have been rounded off to the nearest whole percent.

Table 9

Summary of the Most Important Behaviors for Passing Subject Area Courses as Rated by Student Respondents

Behavior Description	Responses	
	Number	Percent
Reading the Textbook	28 of 51	55
Taking lecture notes	26 of 51	51

Table 10

Organizational Analysis of Textbooks

	Beginning			Readiness				Body (Number of Illustrations)					Chapter Review/ Summary			End		
	Unit or Part Division	Chapter Titles	Preface	Introduction	Pre-Questions	Introduction/Review	Isolated New Vocabulary	Graphs	Diagrams	Tables	End-Chapter Questions	Marginal	End-Chapter	Other	Index	Glossary	Other
Textbook A (Sociology)	X	X	X	X	-	X	-	2	0	13	-	-	X	-	X	-	-
Textbook B (Natural Science)	X	X	X	-	-	X	-	11	96	23	X	-	-	-	X	X	-
Textbook C (Business)	X	X	X	X	-	X	X	0	0	0	X	X	-	-	combined	-	-
Textbook D (Psychology)	X	X	X	X	-	-	-	36	64	42	-	-	X	-	X	-	-
Textbook E (Health Science)	X	X	X	X	-	X	X	9	48	30	-	-	X	-	X	X	-

Note: Textbook A had brief reviews at the beginning of four chapters.
Titles and publication data of each textbook may be found in Appendix B.

Findings

Examination of the data shows a strong connection between the subject area teachers' estimation of reading skills essential to success in college, the students' perceptions of the frequency of assignment of reading and reading-related tasks, and the students estimation of the most important reading and reading-related tasks for successful completion of introductory college courses. The skills rated essential by the subject area teachers are those same skills which the students need to participate successfully in those class activities which were regarded by students as being most important and most frequently assigned.

Analysis of the textbooks used in the introductory courses shows that they are written on a college level and that most of them have many illustrations such as graphs, tables, and diagrams, which students must interpret.

Student responses revealed that classroom tests are based on the textbook readings and on teachers' lectures. Since tests are important factors in semester evaluation of student performance, as even the subject area teachers' ratings of essential skills indicate, any list of essential skills would have to include some means of helping students to take tests more successfully. Students need to be given strategies for synthesizing notes from textbook readings and teachers' lectures. Fairbanks' (1973) investigation of the most

significant tendencies among the successful reading programs provides the rationale for the inclusion of the study skill of organizing notes by summarizing and outlining. Fairbanks found that the successful programs included a study skills component. This is further supported by the findings of this investigator. Seventy percent of the students noted that classroom tests were always or frequently based on teacher lectures. Eighty-eight percent of the students noted that the teachers' lectures were based on the textbook, and fifty-one percent rated taking good lecture notes as the second of the two most important reading or reading-related skills for success in introductory courses.

Fairbanks' research and the students' responses support the inclusion of two concomitant skills in the list of essential reading skills: the ability to organize ideas by summarizing and outlining, the ability to preview and skim a chapter in order to set purposes for reading and to get an overall view of what will follow, and the ability to do close or study-type reading in order to independently interpret highly technical reading passages.

Table 11 illustrates the connections between the most common reading and reading-related classroom behaviors, the students' estimations of the most important reading and reading-related behaviors for passing the introductory courses, the subject area teachers' estimation of the most essential reading skills, and the concomitant skills derived from research and analysis of the textbooks used in introductory courses. The points at which the behaviors and skills connect are indicated at each intersection by an X.

Table 11

Connections between Essential Reading Skills, Concomitant Reading Skills and the Most Common Introductory Course Behaviors

Most Common Reading-Related Introductory Course Behaviors	(a) Find the Main Idea of a Passage	Identify the Topic of a Passage	Form Logical Conclusions	Correctly Interpret Test Questions	Reason Deductively	Develop Vocabulary	Difference Between Topic and Main Idea	Identify the Organization/ Structure of a Passage	Identify Major Supporting Details	Determine Cause-Effect Relationships	Use a Dictionary to find Word Meanings	Interpret Illustrative Materials	(b) Organize Ideas by Outlining, Summarizing, Flexibility;	Develop reading skimming, scanning, previewing, close study-type reading
1. Students required to read textbooks	X	X	X		X	X	X	X	X	X	X	X	X	X
2. Students required to answer textbook questions	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Students required to discuss chapters in class	X	X	X		X	X	X		X	X				
4. Teacher discusses chapters in class	X	X					X		X	X				
5. Teachers' lectures based on textbook chapters	X	X				X	X		X	X			X	X
6. Tests based on textbook	X	X	X	X	X	X	X	X	X	X		X	X	X
7. Tests based on Teachers' lectures	X	X	X	X	X	X	X		X	X		X	X	X
8. Students take lecture notes	X	X	X		X	X	X	X	X	X	X		X	

(a) Essential Reading Skills from Subject-Area Teachers. (b) Concomitant Reading Skills

In summary, the purpose for which this data was gathered was to determine those survival or essential reading skills which college students need in order to succeed in introductory college courses, and which can be taught and learned in two semesters. The intent is not to ignore the traditional lists of developmental reading skills, but to determine which skills are essential to the types of tasks which students are actually called upon to perform. Changing academic requirements for college admission (Cross, 1971) and increasing resistance to these liberalized changes mandate more investigation into the ways in which underskilled students can be helped to succeed in college. The skills which have been identified through this study represent those which students are actually called upon to use in introductory college courses, rather than those which are hypothesized as necessary. The final chapter will suggest a method of facilitating the teaching and learning of these skills. Two specific models of competency-based learning modules have been appended.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study has sought to determine those essential reading skills beyond literacy, which are needed for success in introductory college courses and which underskilled college students can learn in two semesters. The project was undertaken in recognition of the growing trend of some colleges toward the open admissions concept; of academically underskilled students to apply for college admission; and of the persistent efforts of opponents to stop these trends. The problem is that although there do exist many reading development and remedial reading courses, their effects on students' academic achievement vary. In addition, students are given relatively little time to develop the reading skills which they missed or forgot in 12 years of previous schooling, and there is a dearth of in-service training programs for teachers of compensatory reading programs in open admissions colleges.

The data was collected by questionnaires administered to subject area teachers of introductory college courses, students who had just completed introductory college courses, and analysis of textbooks used in these courses. All subjects were from an urban open admissions college.

A review of the literature has shown that college reading programs which have had a positive impact on students' grade point averages included several commonalities. Among them, students were given time to develop needed reading skills, the programs included a counseling component, students were involved in self-diagnosis and evaluation, portions of time were allotted to students to work at their own rates on their individual problems, and a study skills component was included.

The activities of this project were undertaken in an attempt to determine the reading skills which college students need the most. The responses of the subject area teachers to the questionnaire demonstrated that these teachers had a clear understanding of what they expected their students to be able to do with reading materials. Analysis of the student questionnaire results revealed that students are required to read college-level textbooks regardless of their skill abilities. Responses to these questionnaires showed that course tests are based on textbook readings and lectures. In addition, the teachers' lectures are related to the textbook, student participation in class discussions is expected, and the students feel that reading the textbook and taking good lecture notes are very important to success in these introductory college courses.

It can be concluded from these responses that attempts are being made to maintain high academic standards even with underprepared college students.

Student responses indicated that reading the textbooks assigned and taking good lecture notes were the most important factors in passing introductory college courses. Analysis of the textbooks used in these courses (through use of the Fry Readability Scale) indicated that the textbooks were on a college reading level and that they contained many illustrative materials which need interpretation.

Most striking was the interrelationship between the subject area teachers' estimation of the essential reading skills, the students' views of what was needed to pass the course, the types of reading-related tasks which students were called upon to perform most often, and the skills needed to interpret the textbooks which were analyzed. Furthermore, the common tasks which students must perform in introductory college courses show a need for a study skills component found by Fairbanks to be a feature which successful college remedial reading programs share.

This interrelationship led to the compilation of the following list of essential skills which illustrate the minimum which students must be able to perform to ensure reading success in introductory college courses:

1. Discern the main idea
2. Identify the topic on which a passage is written
3. Form logical conclusions based on the information given
4. Correctly interpret test questions

5. Reason deductively
6. Continuously develop and expand vocabulary
7. Understand the basic organization and structure of a paragraph
8. Identify the major details which are used to develop the main point
9. Use a dictionary to find the correct meaning of a word as it is used in the passage
10. Interpret illustrative materials such as diagrams and tables
11. Organize the ideas read or heard by listing, summarizing, or classifying them in outline form
12. Use different reading approaches according to the purposes for reading

Items 11 and 12 reflect the study skills needed as referred to previously.

This list is in no way intended to minimize the importance of attention to other possible individual needs. The intent is to establish those reading skills which are essential to minimal successful interpretation of college textbooks. The word minimal is included because students are not often given more than one or two semesters to develop needed reading skills. The conclusions presented herein are derived from study of what is actually transpiring in a college with a majority of underprepared students.

Although there is strong resistance to the concept, there is a growing trend toward consideration of universal post-secondary educational opportunities. Junior and community colleges have traditionally opened their doors to all high

school graduates, and many four-year colleges are now following their lead. The review of the literature shows that although many colleges provide remedial reading programs for underskilled students, the impact of these programs on students' grade point averages varies. Reading programs must be developed which include clear-cut, relatively inexpensive, practical methods of giving the non-traditional students the reading skills which they need to succeed in college. The development of reading theories, attractive educational packages and hardware, and statistical reports on reading are not sufficient to assuage the financial discomforts of monstrous educational costs. The public and the students want results. It has been demonstrated that underskilled and open admissions students are synonymous with minority students in the minds of many. If the reading theories, packages, and hardware fail; if the students do not benefit from expensive remedial reading programs, the blame will be placed on the students and their inability to learn. The subtle but growing inference that major proporations of entire ethnic and social groups cannot learn basic reading skills is damaging and unsound. The emphasis must be shifted from the students' deficiencies to specific minimal skills needed and appropriate methodology for facilitating the learning of these skills within the time periods allotted.

Recommendations

Examination of scores of reading programs which have been considered successful has shown that these programs provide time for students to work individually on their own needs. The modular approach to learning provides students with the opportunities to learn at their own rate in needed areas. It is suggested here that learning modules be used as a method of developing and evaluating competence in the essential reading skills discussed in this paper.

In view of the limited opportunities for college teachers to learn how to teach underprepared college students, the use of learning modules in a competency-based system would be beneficial to both teachers and students. Both groups would have a clear idea of expected terminal behavior of the students and the students could work at rapid or slower rates, depending upon their own motivation and ability.

It is recommended therefore, that the curriculum content of a college remedial reading program include the reading skills found to be essential from the investigations of this dissertation. It is further recommended that these essential skills be regarded as competencies which must be demonstrated by the students.

Competencies. Competencies are those behaviors which demonstrate a particular level of ability in the performance of a particular task according to

prescribed criteria. Competency-based education is not new, but has gained in popularity in the education field as performance or competency-based teacher education programs began to burgeon. As student "failure" began to predominate, particularly in urban areas, laymen began to question the standards of teacher certification (Daniel, 1970). It seemed logical to growing numbers of laymen and educators alike that the best way of determining teachers' ability to teach was to evaluate their performance. Widespread attention to the competency-based movement in teacher education began in the 1960's (Competence-Based Certification, 1972).

This concept of demonstrating competence in a particular area should be particularly beneficial to remedial reading students. Teaching and learning are inextricably interwoven with evaluation. If teachers wish to determine whether their students have learned a particular skill, the students' demonstrated competence according to criteria set by their teachers should be the proof. It can be seen that evaluation must be related to the skill being measured. Mass administration of norm-referenced tests which may not contain measurement of achievement of those skills taught in a program and using the results of these tests to determine "learning" is fallacious. Learning modules which include clear-cut competencies would greatly aid students working in an individualized setting.

Many educators recommend the utilization of criterion-referenced tests which are designed to measure specific competencies which are related to

specific learnings (Wentling, 1973). It follows then that in order to evaluate students' acquisition of skills, teachers must determine which skill is to be taught, the students' level of competence in that particular skill prior to instruction, and exactly what needs to be taught the student in order to reach the level of competence sought (Mager, 1972). The content of a reading course should include the above components. Presenting the skill objectives of a reading program in this way provides a clear picture of the competencies expected of the course participants and criterion-referenced means of evaluating the achievement of these skills.

The Learning Module. A learning module is a unit, part, or segment of a complete reading program which focuses on a particular skill and provides strategies for achieving competence in that skill.

Among the components of a fully developed college reading program are general objectives, diagnostic procedures, clearly stated entrance and exit criteria, clearly defined specific learning objectives, counseling, reading laboratory and/or tutoring, opportunities to work at one's own rate, and liaison with other constituents of the college. Learning modules are the part of a total reading program which includes instructional/learning opportunities in the specific objectives of the course. Each module is geared toward one specific performance objective. The ideal learning module contains the following elements: (1) pre-test(s); (2) a specifically stated learning objective;

(3) criterion behaviors which specify the minimal demonstration of competence in the stated skill; (4) a rationale for the objective-optional; (5) learning experiences for achieving competence; (6) a succession plan describing a sequence to follow for the development of competence-optional (Medgar Evers College, 1974); (7) progress assessments to ascertain when competence has been attained (Sartain & Stanton, 1974).

The investigations described in this dissertation have led to the conclusion that those literate students identified as needing further reading skill development should learn those reading skills found to be essential to success in introductory college courses. It has been recommended that these essential reading skills be presented to students in the form of competency-based learning modules. To illustrate competency-based learning modules, two sample modules may be found in Appendix F.

Recommendations for Further Research

It is acknowledged that large numbers of urban high school graduates lack the traditional academic background for college acceptance. Open admissions college enrollment records show, however, that despite this lack, many seek to obtain a college education. There is a need to determine the real reasons for the undereducation of large segments of the population. There is a need to determine whether underskilled students can maintain a C average in future verbal-oriented introductory courses if they are taught the basic

reading skills they need as well as the essential skills discussed in this paper. Since competency-based reading instruction through learning modules for college students is a relatively untested concept, it should be determined through research whether it functions better as the total approach or if it should be included with combinations of other approaches. Research needs to be conducted to determine the effects of integrating the competency-based modular reading approach with a total language arts program which includes a development of logical thinking skills, listening skills development, and oral and writing skill development.

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APPENDICES

APPENDIX A

ACADEMIC CLASSROOM TEACHERS' ASSESSMENT AND RATING OF READING/THINKING SKILLS NEEDED FOR ACADEMIC SUCCESS IN COLLEGE

APPENDIX A

ACADEMIC CLASSROOM TEACHERS' ASSESSMENT AND RATING OF READING/THINKING SKILLS NEEDED FOR ACADEMIC SUCCESS IN COLLEGE

February, 1975

Ladies and Gentlemen:

Please indicate your ratings of the skills enclosed and add any skills which you feel are needed for success in introductory college courses. The skills indicated herein are based on the premise that reading is thinking. Please rank each skill according to the given descriptive rating.

THE PURPOSE: To evaluate what we are doing in Unit I of the Academic Development Division in the area of reading and to meet the expectations of faculty in other divisions. (It is understood that our primary purpose is to give our ACD students the reading/thinking tools which they need to succeed in your classes.)

Thank you.

Clara Franklin

Date_____ Division_____

Courses you teach_____

Question: If I send a messenger to you, would you be willing to give that person two or three test or assignment questions which are representative of the types of thinking tasks you require?

Yes_____ Your Name_____ No_____ (Thank you, anyway.)

SUBJECT AREA TEACHERS' READING SKILLS RATING SHEET

Please indicate your estimation of the importance of each reading skill to success in college by checking the appropriate box to the right of each skill. Thank you.

COGNITIVE	Descriptive Rating (Please Check One) E	VU	H	U
Developing Word Power				
The learner should:				
1. Know the general history and language and why it started.				
2. Determine the meanings of unknown words through the context in which they are used.				
3. Develop a reading vocabulary which includes common words which have both generalized meanings and specialized meanings in various subject areas.				
4. Develop a reading vocabulary which includes words which have generalized concepts which apply in all subject areas, e.g., (approximation: math, English, social studies).				
5. Develop "semantic sensitivity" - the awareness that words have more than one meaning.				
6. Develop a familiarity with some common figurative language expressions.				

Descriptive Scale: Essential (E); Very Useful (VU); Helpful but not necessary (H); Useless (U).

Comprehension	Descriptive Rating (Please Check One)			
	E	VU	H	U
A. Literal				
The learner should:				
7. Identify the topic or thesis of a reading selection.				
8. Discern the stated main idea of a reading selection.				
9. Discern the difference between the topic or thesis of a selection and the main idea of a selection.				
10. Discern the implied, or unstated, main idea of a reading selection.				
11. Understand the basic organization and structure of a paragraph.				
12. Set a purpose for reading by previewing reading selections through skimming and jotting down questions.				
13. Identify major details which support the main idea.				
14. Recognize or discern the common main idea of two differently worded selections on the same topic.				
15. Locate specific desired information through scanning.				
B. Interpretive				
The learner should:				
16. Draw logical conclusions from reading selections.				
17. Recognize the restatement of an idea previously presented in a reading selection.				
18. Identify statements of fact or opinion.				
19. Using logical reasoning, from valid conclusions from reading passages.				

Descriptive Scale: Essential (E); Very Useful (VU); Helpful but not necessary (H); Useless (U).

APPENDIX A

	Descriptive Rating (Please Check One)			
	E	VU	H	U
20. Determine cause-effect relationship of events in passages.				
21. Summarize and recognize summaries of information given in reading passages.				
22. Use typographical clues as an aid to interpreting meaning. (Boldface type, italics, quotation marks, footnote markings, parentheses, ellipses, dashes, parenthetical expressions set off by commas, brackets, etc.)				
Evaluative				
The learner should:				
23. Determine author's or writer's purpose.				
24. Determine the techniques used by writers to achieve their purposes.				
25. Evaluate the logic of arguments or acts found in reading passages.				
26. Evaluate the qualifications or authority of the writer of a reading selection.				

Descriptive Scale: Essential(E); Very Useful (VU); Helpful but not necessary (H); Useless (U).

APPENDIX A

	Descriptive Rating (Please Check One)			
	E	VU	H	U

Study Skills

The learner should:

27. Correctly interpret multiple-information graphs- all types.

28. Correctly interpret information from tables found in selections from the subject areas.

29. Correctly interpret diagrams found in selections from the subject areas.

30. Using textbook-type questions, locate the desired information from the text of a subject area reading selection.

31. Know the parts of a book, their location, and their functions. - Title, copyright paragraph, introduction, table of contents, body, appendix, bibliography, glossary, index.

32. Know how to use the guide words in a dictionary.

33. Know how to use the pronunciation key of a dictionary.

34. Choose the correct meaning of a word from several given in dictionary definitions, by noting the way the word is used in the context of a reading selection.

35. Understand the parts-of-speech entries in a dictionary.

36. Understand the stress or accent markings in a dictionary.

37. Correctly interpret test-oriented questions.

Descriptive Scale: Essential (E); Very Useful (VU); Helpful but not necessary (H); Useless (U).

APPENDIX A

	Descriptive Rating (Please Check One)			
	E	VU	H	U
Other Thinking Skills Related to Reading				
38. Relate ideas, data, situations, to his/her life experience or vicarious experiences.				
39. Classify data, ideas, situations, things, persons, according to his/her own personal system.				
40. Categorize data, ideas, situations, things, persons, according to a given system of classification.				
41. Analyze a subject to achieve insight.				
42. Use deductive thinking to form a conclusion.				
43. Use inductive thinking to form a generalization or general conclusion.				
44. Evaluate materials on two levels - objective and subjective.				

Descriptive Scale: Essential (E); Very Useful (VU); Helpful but not necessary (H); Useless (U).

OTHER READING/THINKING SKILLS WHICH YOU FEEL ARE IMPORTANT TO SUCCESSFUL READING

Description of the Skill	Descriptive Rating (Please Check One) E	VU	H	U

Descriptive Rating: Essential (E); Very Useful (VU); Helpful but not necessary (H); Useless (U).

APPENDIX B

LIST OF TEXTBOOKS ANALYZED FOR ORGANIZATIONAL FEATURES

APPENDIX B

LIST OF TEXTBOOKS ANALYZED FOR ORGANIZATIONAL FEATURES

Textbook A - Bierstedt, R. The Social Order. (4th ed.). New York: McGraw-Hill Book Company, 1974.

Textbook B - Poppy, W. J., & Wilson, L. L. Exploring the Physical Sciences (2nd ed.). Englewood Cliff, New Jersey: Prentice-Hall, Inc., 1973.

Textbook C - Kriz, J. A. & Duggan, C. J. Your Dynamic World of Business. New York: McGraw-Hill Book Company, 1973.

Textbook D - Bourne, L. E., Jr. & Ekstrand, B. Psychology: Its Principles and Meanings. The Dryden Press.

Textbook E - Jones, K. L., Shainberg, L. W. & Byer, C. O. Principles of Health Science. New York: Harper & Row, 1975.

APPENDIX C

QUESTIONNAIRE

APPENDIX C

MEDGAR EVERS COLLEGE
of the City University of New York
1127 Carroll St.
Brooklyn, N.Y. 11225

ACADEMIC DEVELOPMENT DIVISION

June 19, 1975

Dear Student,

We are trying to find out the ways in which students have to use textbooks in their introductory college courses.

The information you give us on the attached questionnaire will help us to make our reading courses more relevant. You can help future Medgar Evers students by helping us now.

According to our records, last semester you had _____ _____.

Will you please take 5 minutes to answer the 13 questions and return them to me in the enclosed envelope immediately? We need this information no later than June 30. Thank you very much.

Sincerely,

Clara Franklin, Director
Reading and Study Skills
Academic Development Division
Medgar Evers College

APPENDIX C

QUESTIONNAIRE

Directions:
1. Please fill in all spaces below, including author and publisher.
2. Answer the questions which follow by putting a check next to the answer you wish to give.
3. Base your answers on what happened in the course below this past semester.

Thank you!

Your Name:_____

Course and Section#_____

Name of Your Course_____

Textbook Used_____
(Title) (Author) (Publisher)

(If no textbook was required, please go to #7)

---

1. Did you get assignments to read chapters of this text at home?

Always_____ Frequently_____ Occasionally_____ Rarely _____ Never _____

2. Were you required to answer questions found in your textbook?

Always _____ Frequently_____Occasionally_____ Rarely_____ Never _____

3. Did your teacher give you any of his/her own questions on a chapter to answer?

Always _____ Frequently_____ Occasionally _____Rarely_____ Never _____

4. Were you expected to be able to discuss these chapters in class?

Always _____ Frequently _____ Occasionally_____ Rarely _____ Never _____

5. Did your teacher discuss in class the chapters which you read at home?

Always _____ Frequently _____ Occasionally _____ Rarely _____ Never _____

6. Were your teacher's lectures based on the textbook chapters?

Always _____ Frequently _____ Occasionally _____ Rarely _____ Never _____

7. Were the tests you had this semester based on information in your textbook?

Always _____ Frequently _____ Occasionally _____ Rarely _____ Never _____

8. Were the tests you had this semester based on your teacher's lectures?

Always _____ Frequently _____ Occasionally _____ Rarely _____ Never _____

9. Did your teacher ask you to read articles from magazines?

Always _____ Frequently _____ Occasionally _____ Rarely _____ Never _____

10. Did your teacher ask you to read articles from newspapers?

Always _____ Frequently _____ Occasionally _____ Rarely _____ Never _____

11. Did your teacher require you to read articles from professional journals?

Always _____ Frequently _____ Occasionally _____ Rarely _____ Never _____

12. Did your teacher require you to read materials which he/she wrote himself/herself?

Always _____ Frequently _____ Occasionally _____ Rarely _____ Never _____

13. Which of the following were most important for this particular course? Give each one a number to show the importance. Numer 5 is the highest of importance and 0 is the lowest.

	Number (Choose 0, 1, 2, 3, 4, or 5)
a. Reading the textbook.	_____
b. Taking good lecture notes.	_____
c. Reading other assigned materials	_____
d. Talking a lot in class	_____
e. Other (specify)	_____

Comments: _____

_____

_____

Please return this in the enclosed envelope right away. Thank you for helping others!

APPENDIX D

ADDITIONAL SKILLS VIEWED TO BE ESSENTIAL BY INDIVIDUAL SUBJECT AREA TEACHERS

APPENDIX D

ADDITIONAL SKILLS VIEWED TO BE ESSENTIAL BY INDIVIDUAL SUBJECT AREA TEACHERS

1. How to mark a text or reading selection for main ideas
2. How to outline a passage or selection to see the organization
3. Ability to summarize and generalize
4. The ability to paraphrase a reading selection after careful reading
5. Learning to outline a reading selection after careful reading
6. Instruction (or guided trip) to library to facilitate location of appropriate reading materials
7. Special help with reading multiple-choice questions

   Example: When the question asks for, "All of the following except-"

   OR When more than one answer is correct; student chooses from

   a. 1, 2
   b. 2, 3
   c. 2, 3, 4
   d. All of these

8. Develop a basic reading vocabulary
9. Develop a (sic) facility in reading. Be able to read effortlessly enough so that one can concentrate on understanding the meaning, not on sounding out the words
10. The difference between facts and inferences must be taught

APPENDIX E

NON-RATED STUDENT COMMENTS

NON-RATED STUDENT COMMENTS

1. In order to pass psychology you must understand your textbook and lecture, read outside material, understand terms used(d) in the textbook, know how to apply the principal (sic). Psychology is not a course where (sic) you can just take note(s) and pass, you must be able to understand the whole picture not just the part.

C Psychology

2. It was essential to have the text as well as to attend lectures and take good notes.

B+ Psychology

3. During the course reading of test areas imperative as all lectures and discussions were based on this. Moreover, not reading text give (sic) you a disadvantage in answering test questions. This was one of the best courses I took this semester.

A Psychology

4. While I would say the textbook is appropriate, Psychology-Introduction published by Heath serves as a good reference.

B Psychology

5. This course was also based on outside work that was related to the different health professions.

B+ Health Science

6. I thought the course was based on personal development mainly-i.e., getting up on feet and give report before a group. This is greatly needed and I think there should be encouragement (sic) to develop more intellectual curiosity on the part of students, i.e., find out what's going on not only in the Health field but also more curiosity about the world...

A Health-Science

7. Generally the teacher brought articles from magazines and journals and gave us each copies. These were always relevant to the course.

B Business

APPENDIX E

NON-RATED STUDENT COMMENTS (CONT'D.)

8. Generally we never had any problems, and our teacher was so clear that everything we weren't able to understand, came to be simple the next day.

B Natural Science

9. Having a good relationship with my instructor, By this, I mean being able to ask questions and receiving responses willingly...

B+ Natural Science

10. And doing the assignments asked (sic) of you. Also being able to understand the instructor is very important.

B Natural Science

11. I need not say, but group participation is important - Student should learn to express their ideas based on the lecture.

C Political Science

12. Some of the things the teacher lectured about was not in the book.

C Political Science

13. Without the teacher explanation following the reading assignments, I would not have done as well in the course as I did.

14. The discussions in Professor_____'s class were excellent. Unfortunately, the textbook was a poor choice.

C Sociology

APPENDIX F

SAMPLE LEARNING MODULES

IDENTIFYING TOPICS OF READING PASSAGES

Learning Module #2

LEARNING MODULE #2

IDENTIFY THE TOPIC ON WHICH A PASSAGE IS WRITTEN

COMPETENCY

Identifies the topics of reading passages from college-level textbooks of introductory courses.

CRITERION BEHAVIOR(S)

Presents the topics, in writing, of three college-level passages of approximately 150-200 words in length, to instructor.

RATIONALE:

Identifying the topic of a passage is helpful in reading because this is one of the steps toward finding the main idea of a passage. Being able to identify topics is also helpful when you take notes from lectures or from written material.

LEARNING MODULE #2

IDENTIFY THE TOPIC ON WHICH A PASSAGE IS WRITTEN

How to Take This Module:

The previous page presented the skill covered in this module and the purpose for it. Your next step is to take the pre-test so that you can determine whether or not you need this module. After taking the pre-test, check the answer key and use the conversion table to find your score.

If you score 89 to 100% correct (which means that you had from 17 to 19 correct), you do not need this module. If you score 68 to 84% correct (13 to 16), begin the module at Component II. If you happen to score less than 68% (fewer than 13 correct), begin the module at Component I.

There is no passing or failing of modules. There is simply checking to find out where you should begin, or to find out if you need the work covered in the module.

The components of the modules are designed to help you as you need help. You can complete the module or the components of the module as quickly as you wish. When you have completed a component of the module, you may test yourself to find out if you are ready to move on to another component or another skill building.

LEARNING MODULE #2

IDENTIFY THE TOPIC ON WHICH A PASSAGE IS WRITTEN

You will know when you are ready to move to another component when you get at least 90% of the questions correct in the self-assessment test.

You will know when you are ready to move to another module when you can:

Present the topics, in writing, of these college-level passages of approximately 150-200 words in length, to your instructor.

LEARNING MODULE#2

PRE-TEST

PURPOSE: The purpose of this pre-test is to determine where you should start in this learning module, or whether you even need this particular module.

I. Directions:

Listed below are groups of words. Draw a line under the word in each column which is the topic for that group.

Column 1	Column 2	Column 3
bear	apple	swimming
ox	mango	jogging
animal	banana	horseback riding
lion	fruit	skiing
horse	cherry	skating
skunk	orange	physical activity

II. Directions:

Listed below are groups of words. You must decide the best topic for each group of words and write the topic on the line provided for each group.

1. Topic_____

lope
trot
run
scamper

2. Topic _____

veal cutlet
stew beef
pot roast
liver

3. Topic_____

ranch
chalet
cottage
brownstone

4. Topic_____

plot
characters
climax
setting

III. Directions:

Write the topic of each of the following sentences on the lines provided.

1. In a credit-dependent economy like that of the United States it is perhaps not surprising that bankruptcy is not uncommon.

   TOPIC:_____

2. A life, as such, is something so mysterious that to find its meaning seems all-important.

   TOPIC:_____

3. Comparatively little, in archeological terms, is known of the barbarian hordes - among them, the Vandals, the Franks, the Alemmani, the Goths (Ostro-and Visi-) that in the first centuries of the Christian era threatened the Roman Empire.

   TOPIC:_____

4. Dr. Ashley Montagu, the anthropologist, suggested that Americans particularly are reluctant to go to the doctor because (a) they might find they were ill, and (b) they would be "un-American", that is, they would be confessing weakness.

   TOPIC:_____

5. Chinese and American geologists, applying the theory of "continental drift," have concluded that Asia was formed by successive collisions of three land masses millions of years ago.

   TOPIC:_____

IV. Directions:

Read the following passages and write the topic of each on the lines provided.

Passage #1

Few contemporary American families include grandparents, aunts, uncles and cousins - all of whom used to be around, like the front porch, to widen the family circle. Fifty years ago, half the families in the U.S. included at least one extra adult; today, fewer than 5% do. "Among the families I've worked with", says social psychiatrist Robert Coles, author of numerous books and articles on American family life, "the parents who have the most support in raising their children are those who still can rely on close kin or neighbors. In many cases, this is the only reason why hard-pressed working-class parents survive."

The Topic of Passage #1: _____

Passage #2

The notion of a decreasing gravitational constant (G) clashes with Einstein's theory of relativity, but the effect has recently been predicted by a number of physicists. They maintain that a decreasing G could explain the mysterious fact that the earth is expanding, and thus support, in part at least, the phenomenon of continental drift. The idea also fits in nicely with recent observations that the universe is expanding.

The Topic of Passage #2: _____

Passage #3

But many companies don't wait for good stock prices before they go searching for a partner. E. F. Hutton's Baker notes that many of the deals now being put together involve medium-size privately owned firms. They are looking for mergers, he says, as a way of getting access to new capital.

The Topic of Passage #3:_____

Passage #4

"Imagine the loss to mankind if we had destroyed the cinchona plant before we discovered quinine's antimalarial qualities, "said the Smithsonian's chief botanist, Edward S. Ayensu, "or if the ancestors of corn, wheat or rice had been wiped out."

The Topic of Passage #4:_____

Passage #5

In producing this book the author and publisher have conformed to a large number of norms. To mention only a few, the book is divided into chapters, the chapters are numbered and named, the table of contents is at the beginning, the indexes are at the end, the footnotes are at the bottom of the page, and the pages are numbered consecutively in Arabic numerals. If we had tampered with these norms in the slightest particular, for example if we had put the indexes at the beginning or the table of contents at the end,[1] or if we had put the footnotes at the top of the page instead of at the bottom, the result would jar the reader and make him wonder whether we knew what we were doing. He might not express his discomfiture in exactly these words - he might not express it at all-but he would know that we had violated a norm.

[1]In many French books the table of contents is at the end and there is no index.

-continued -

Passage #5 (Continued)

Similarly, the author has tried to use "correct" English. English is correct when it conforms to the norms of grammatical usage. we begin our sentences with a capital letter and end them with a period? This last sentence looks as if something were drastically wrong with it. The words mean what they say, but in writing them the author has violated the norms of punctuation. The result is disturbing. It is wrong. Thus the norms surround us all of the time, but we are so accustomed to them that we seldom notice them except when we violate them - or begin to read sociology.

The Topic of Passage #5:_____

Passage #6

In Chapter 11, we learned that molecular activities can be transferred from one place to another by radiation, conduction, and convection. Let us examine the molecular processes involved in these three types of transfer.

If one side of a solid is at a higher temperature than another side, the molecular activity on the warmer surface is greater than on the cooler. By collision, the fast molecules impart some of their energy to their slower neighbors, and make them vibrate faster. These neighbors, in turn, strike the ones next to them. This bumping continues through the substance. The kinetic energy is passed from molecule to molecule from the region of higher temperature to that of lower temperature. This process continues until the average kinetic energies of the molecules on the two sides are equal. Substances vary greatly in their ability to conduct heat. In general, metals are very good conductors; copper is a much better conductor than wood. Heat can be transferred from molecule to molecule in liquids and gases as well as in solids. Gases are usually very poor conductors; it takes a fairly long time to pass the kinetic energy from one molecule to its distant neighbor. For this reason, loosely woven sweaters, which contain more air, are much warmer than those tightly woven.

1. Check the type of transfer being discussed in the passage above:
   (a) convection_____ (b) conduction_____ (c) radiation_____

The Topic of Passage #6:_____

Willard J. Poppy & Leland L. Wilson, EXPLORING THE PHYSICAL SCIENCES, 2nd ed. (C) p. 215. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Passage #7

The world has seen more technological advances in the past twenty-five years than in all the centuries of man's history, and with each advance a whole new field is opened. Long-distance communications, which began with the simple telegraph, are now transmitted without wires at frequencies near the speed of light, and at some point in the future your telephone call home will probably be transmitted by Laser beams. At this point the millions of cars on our roads operate with a version of the original cylinder-and-piston engine, but in some parts of the country you can already purchase a car with a rotary engine that has only three moving parts. The computer has gone through four generations of technological development in just eleven years.

Computer technology has made great contributions not only to industry and business, but also in such areas as medicine, law enforcement, and government. However, the widespread use of the computer has also raised some serious questions for society. The first of these has to do with our unqualified faith in computer output. The accuracy of its processing operations often leads us to accept as gospel any information that has been provided by a computer. It is sometimes forgotten that computers make no discrimination in the accuracy or validity of the data they process. The output of a computer is only as good as the information that is fed in. This is reflected in the old computer maxim GIGO, meaning "garbage in, garbage out."

The other great social concern stems from the ease with which computers can be used to gather and store data. Employment people, banks, credit bureaus, and law-enforcement agencies speak glowingly of a national data bank-some central repository where all information about every individual would be collected and referenced in some simple way for immediate access. Birth date, parentage, school records, medical history, financial status, and any other fact that had ever been recorded anywhere would be available, perhaps only at the drop of a social security number. However, computers themselves make no discrimination in who is entitled to their output or in the use to which information should be put. Thus, as efficient and convenient as a national data bank might seem for some purposes, the difficulty of safeguarding individual privacy should cause some second thoughts about the long-range implications of such a plan.

The Topic of Passage #7_____

LEARNING MODULE #2

PRE-TEST ANSWER KEY

I. Column

1 - animal
2 - fruit
3 - physical activity

II. Topic

1 - types of movement
2 - types of meat
3 - types of houses or residences
4 - parts of a novel (or story)

III. Topic

1 - bankruptcy in U.S. economy
2 - the need to find the meaning of life
3 - barbarian hordes in the early centuries
4 - reluctance of Americans to go to the doctor
5 - how Asia was formed

IV. Topic

Passage #1 - modern American families; or the need of modern American families for relatives

Passage #2 - gravitational constant G; or the shrinking gravitational constant G

Passage #3 - the merger of companies

Passage #4 - man's destruction of needed plants; or the importance of plants to man

Passage #5 - norms; or the meaning of norms; or the importance of norms

Passage #6 - (1) a
(2) transfer by conduction

LEARNING MODULE #2

CONVERSION TABLE

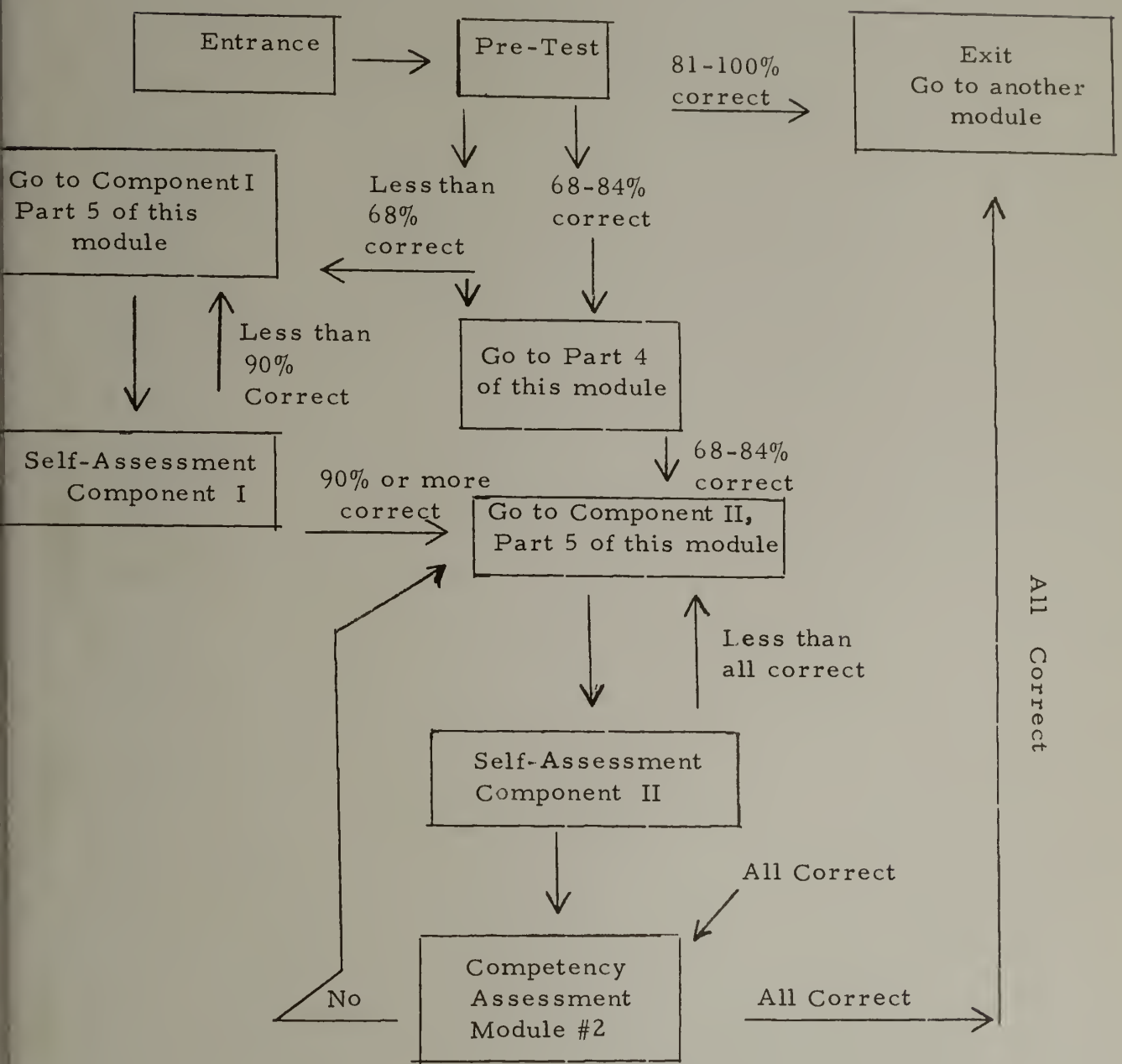
Number Correct

Number of Questions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	100																			
2	50	100																		
3	33	67	100																	
4	25	50	75	100																
5	20	40	60	80	100															
6	17	33	50	67	83	100														
7	14	29	43	57	71	86	100													
8	13	25	38	50	63	75	88	100												
9	11	22	33	44	56	67	78	89	100											
10	10	20	30	40	50	60	70	80	90	100										
11	9	18	27	36	45	55	64	73	82	91	100									
12	8	17	25	33	42	50	58	67	75	83	92	100								
13	8	15	23	31	38	46	54	62	69	77	85	92	100							
14	7	14	21	29	36	43	50	57	64	71	79	86	93	100						
15	7	13	20	27	33	40	47	53	60	67	73	80	87	93	100					
16	6	13	19	25	31	38	44	50	56	63	69	75	81	88	94	100				
17	6	12	18	24	29	35	41	47	53	59	65	71	76	82	88	94	100			
18	6	11	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	100		
19	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100	
20	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
21	5	10	14	19	24	29	33	38	43	48	52	57	62	67	71	76	81	86	90	95
22	5	9	14	18	23	27	32	36	41	45	50	55	59	64	68	73	77	82	86	91
23	4	9	13	17	22	26	30	35	39	43	48	52	57	61	65	70	74	78	83	87
24	4	8	12	17	21	25	29	33	37	42	46	50	54	58	62	67	71	75	79	83
25	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80

How to use this conversion table: 1. Find the number at the extreme left which represents the total number of questions. 2. Find the total number of items you had correct on the line across the top. 3. The percentage you had correct will be shown where these two numbers intersect (meet).

SUCCESSION PLAN

You probably wonder, "What do I do now?" The following flow chart might illustrate how this Module works.



LEARNING MODULE #2

What is a TOPIC?

The Random House Dictionary of the English Language, College Edition, 1969 defines TOPIC as "the subject or theme of a discourse or of one of the parts."

When you have a conversation with friends, hopefully, there is a topic, or subject. The topic is that which most of you are talking about. For example, if you are talking about a professor or a counselor whom all of you know, the topic of your conversation is the professor or the counselor. When you read a newspaper story, the topic of the story is what the story is about. The convenient part of reading newspaper stories is that the topic can generally be identified by the headline. The headline tells you what the news story is about. A topic is rather general, and most of the ideas seem to be related or connected to it.

How can I identify a TOPIC?

Sometimes we can answer questions or solve problems by asking questions. A good question to ask yourself when you want to identify the topic of a reading passage is, "What is all or most of this about?" Of course you can change the question around to suit yourself, for example, you could ask, "What seems to be mentioned most in this piece?" or "What words or ideas seem to be introduced most frequently?"

You might ask, "To what do all or most of these words or ideas seem to point or relate?"

SUMMARY

A topic is the subject or theme of a conversation, song, poem, news story, reading passage, or group of ideas. You can identify the topic by asking yourself the following questions:

1. What is all or most of this about?
2. What do words or ideas seem to be introduced most frequently?
3. To what do all or most of these words or ideas seem to point or relate?

The subject of a group of ideas is the TOPIC. The TOPIC is general - something to which most of the ideas or concepts relate. Most of the ideas fit rather nicely under the TOPIC because the TOPIC is general. The related ideas are most specific. For example,

Job, Ezekiel, Exodus, Matthew, Numbers are all specific books of the Bible. Therefore, "books of the Bible" is the TOPIC of this list of words. Each of these words - Job, Ezekiel, etc. relate to the general topic - "books of the Bible."

Here's another example:

pillow case, sheet, blanket, bedspread. Each of these is a specific item which is related to the general class of things called "bed linen," or "items for the bed."

Now you will have a chance to try. Follow the directions and if you have difficulty, remember to ask yourself the following questions:

1. What is all or most of this about?
2. What words or ideas seem to be introduced most frequently?
3. To what do all or most of these words or ideas seem to point?

LEARNING MODULE #2

COMPONENT 1

To gain experience in identifying the topics, do the following. Get TACTICS I, Niles, et al, Scott Foresman & Company, 1961.

Directions:

1. Do not write in the book. Use the specially prepared answer sheets.
2. Turn to page 88, "Paragraph Meaning".
3. Do Exercise 1, Parts A and B, 1-8.
4. Do Exercise 2, Parts B and B, 1-9.
5. Check your answers with the answer key. Record the number correct.
6. If you had more than 14 correct, follow Direction #8.
7. If you had fewer than 15 correct, re-read Part 4, pages 1, 2 & 3 of this module, consult your teacher, and redo the above exercises.
8. Do page 89, Exercise 3, numbers 1-4. Check your answers with the answer key.
9. If you did not get all of them correct, consult your teacher, re-read Part 4, pages 1, 2 & 3 of this module and redo the exercises.
10. If you still have difficulty getting the answers correct, consult your teacher, and do page 73, " Central Idea" in TACTICS II, by Niles et al, Scott, Foresman and Company, 1964. Do Exercise 9 Parts A & B. Check your answers with the answer key.
11. If you got all of the answers correct for page 89 of TACTICS I, take the Self-Assessment Test, for Component I of this module. Check your answers with the answer key. If you got 90% or more correct, go to Component II of this module.
12. If you did not get 90% or more correct on the Self-Assessment Test for Component I, consult your teacher.

LEARNING MODULE #2

Component I - Self Assessment Test

I. Directions: In the following groups of words, one word in each group is more general than the other more specific words. The more general word will be the TOPIC of the group of words. Write that general TOPIC word for each group on the line(s) provided.

1. sill
   pane
   frame
   window — TOPIC or general word _____

2. tobacco
   cigarette
   filter
   paper — TOPIC or general word _____

3. legs
   back
   seat
   chair — TOPIC or general word _____

4. emotion
   dejection
   elation
   sullen — TOPIC or general word _____

5. pert
   shy
   personality
   vain — TOPIC or general word _____

LEARNING MODULE #2

Component I - Self-Assessment Test

II. Directions: In the following groups of phrases, one phrase in each group is more general than the other more specific phrases. The more general phrase in each group will be the TOPIC of that group. Write that general TOPIC phrase on the line(s) provided.

6. melt butter
   peel and wash onion
   steps in preparing food
   let marinate five minutes TOPIC:_____

7. cultivate soil
   fertilize seed bed
   prepare a planting diagram
   preparation for planting TOPIC:_____

8. planning a meeting
   preparing an agenda
   inviting a speaker
   sending out notices TOPIC:_____

9. respect for each other
   genuine friendship
   interests in common
   elements of a good marriage TOPIC:_____

10. walking under a ladder
    some common superstitions
    breaking a mirror
    spilling table salt TOPIC:_____

Total Possible Correct: 10

LEARNING MODULE #2

Answer Key - Component I - Self Assessment Test

I. 1. window
2. cigarette
3. chair
4. emotion
5. personality

II. 6. steps in preparing food
7. preparation for planting
8. planning a meeting
9. elements of a good marriage
10. some common superstitions

Total Possible Correct: 10

LEARNING MODULE #2

COMPONENT II

Reread pages 1, 2 & 3 in Part 4 of this module. In order to gain more experience in identifying the topics of reading passages, do the following:

Directions:

1. Obtain a copy of 88 Passages to Develop Reading Comprehension, by Sack and Yourman, College Skills Center, 1971.
2. Consult with your teacher for an explanation of the numerical suffixes used in the Question Book.
3. Read passages #1-10 and answer ONLY THE QUESTIONS WITH THE NUMERICAL SUFFIX .1. The questions with this number are designed to check your understanding of how to find the topic of a passage.

   Do not write in the Question Book. Use the special answer sheets provided for you.
4. Check your answers in the Teacher's Manual.
5. If you had fewer than 9 correct of Passages 1-10, reread pages 1, 2 &3 of Part 4 of this module, consult your teacher, and do Passages 11-20. Answer questions 11-20 which have the numerical suffix .1.
6. If you had 9 or more of questions 1-10 correct, read Passages 40-50, answer all questions with the numerical suffix .1. Check your answers in the Teacher's Manual.
7. If you had fewer than 9 of Passages 40-50 correct, reread pages 1, 2 &3 of Part 4 of this module, consult your teacher and reread Passages 40-50. Write the topic of each in your own words. Compare your answers with the answers in the Teacher's Manual. If you have 9 or more correct, follow Direction #8. If you have fewer than 9 correct, consult your teacher.
8. If you had 9 or more correct answers to questions 40.1 to 50.1, read Passages 21-30 of 100 Passages to Develop Reading Comprehension, by Sack and Yourman, College Skills Center, 1971. Write the topic of each passage in your own words. Check your answers with the Teacher's Manual.

LEARNING MODULE #2

COMPONENT II

9. If you had 9 or more answers to Passages 21-30 correct from 100 Passages to Develop Reading Comprehension, you may take the Self-Assessment Test for this Component II (found in Part 8).

10. If you had fewer than 9 answers correct to Passages 21-30 of 100 Passages, or if you do not feel ready to take the Self-Assessment Test, in Part 8, do the following:

    a) Review pages 1, 2 & 3 of Part 4 of this module, consult your teacher, and read Passages 31-46 of 100 Passages. Then write the topic of each passage in your won words on the answer sheets provided. Check your answers with the answer key in the Teachers' Manual of 100 Passages. If you had 9 or more correct, you are ready to take the Self-Assessment Test in Part 8 of this module.

    b) If you had fewer than 9 answers to Passages 31-40 correct, consult your teacher.

11. After you take the Self-Assessment Test in Part 8, check your answers with the Answer Key.

12. If you had 7 or more correct in the Self-Assessment Test, you are ready to take the final competency assessment in Part 9. Do the Competency Assessment Check and give it to your teacher to check. If all three of your answers are correct, you have completed this module.

13. If you had fewer than 7 answers correct in the Self-Assessment Test of Part 8, consult your teacher.

LEARNING MODULE #2

Self-Assessment Test

To aid your understanding of the following passages in the Self-Assessment Test, follow the directions below. You may use your dictionary.

DIRECTIONS: Write the definitions of the words and phrases listed as they were used in the passages:

Passage 1 - fetus _____

optimum _____

Passage 2 - convivial _____

keep up a head of steam _____

cease(d) _____

token show of resistance _____

Passage 3 - Islam _____

Koran _____

abstract(ion) _____

calligraphy _____

swirl(s) _____

rout(ed) _____

Passage 4 - implicit _____

America is criss-crossed _____

hawk(ing) _____

tap _____

Passage 5 - virtually _____

scholarly research _____

LEARNING MODULE #2

Self-Assessment Test - Component II

Directions: Read each of the following passages. Find the topic of each passage and write it on the line(s) provided.

Remember: The topic can be determined by asking yourself questions. What are those questions? Write them here:

1. _____

2. _____

3. _____

Now you may refer to your questions as you answer the questions. Here is one more reminder: Remember that a topic is general - something to which other more specific ideas relate.

1. Carbon monoxide, which is always present in cigarette smoke, readily replaces oxygen in attaching to the cytochrome molecule, and thus could also interfere with its role in carrying oxygen to the fetus. All cells need oxygen for growth, and the bigger a fetus grows, the more oxygen it needs. Without an optimum supply, the fetal growth rate simply slows down.

   TOPIC: _____

2. For a revolution to be worthy of its name, it must struggle fiercely against the accepted values and customs of a society. By that standard, the sexual revolution became tame and toothless some time ago. Male prostitutes are now convivial guests on the daytime talk shows. Paperback copies of the Joy of Sex are tossed into the grocery shopping bag with the asparagus. It's kind of difficult for a revolution to keep up a head of steam in a culture that has long since ceased to put up even a token show of resistance.

   TOPIC: _____

LEARNING MODULE #2

3. The truth is that the culture of Islam differed substantially from the culture of the West, even during the Middle Ages when the Christian artist - like the Islamic - considered himself more of a servant of God than a creator on his own. The Korean warned against representation from nature. It encouraged abstraction and calligraphy that transmitted, in elaborate painted swirls, the word of Allah. It routed artists away from pure painting toward illustration and design.

TOPIC:_____

4. Self-love is the implicit promise of programs for self-improvement. America is criss-crossed by an army of peddlers hawking mind control and self-hypnosis. They offer group therapy in a hundred forms and twice that number of meditations. The market they tap is a widespread hope that by engaging in such activity you'll feel better about yourself.

TOPIC:_____

5. Not everyone interested in doing advanced graduate studies has wanted or needed a Ph. D., but until recently there was virtually no alternative. Now almost two dozen universities have developed one through a Doctor of Arts degree, and instead of pursuing the scholarly research associated with the Doctor of Philosophy degree, D. A., candidates can concentrate on other skills, particularly the development of teaching ability.

TOPIC:_____

Total Possible Correct: 8

LEARNING MODULE #2

Component II

Answer Key - Self-Assessment Test

1. cigarettes and the fetus; or oxygen and the fetus.
2. the sexual revolution
3. Islamic art or artists
4. Self-improvement programs
5. Doctor of Arts degree

Total Possible Correct: 5

LEARNING MODULE #2

Competency Assessment

Purpose: The purpose of this final assessment is to determine whether you can present the topics, in writing, of three college-level passages of approximately 150-200 words in length, to your instructor.

Good luck!

LEARNING MODULE #2

Competency Assessment

Directions: Read the following passages and write the topic of each in your own words on the line(s) provided.

Passage #1

If all societies differentiate their members on the ground of sex, so do they also in terms of age. In none of them do the same norms apply to the very young or the very old as apply to the adult members of the group. Here again we have a kind of social differentiation based upon biological factors and one that distributes privileges and responsibilities, rights and duties, in terms of separate statuses. Age statuses, like sex statuses, are ascribed of course, and not achieved. Their existence is so clear that they require neither an extended discussion nor a chapter of their own. They may, however, merit a paragraph of attention.

The reader himself can immediately think of many instances of age stratification, or age grading, in our own society. Thus, one has to have attained a certain age in order to go to school, to join a church, to be confirmed, to be considered responsible in a court of law, to sign a valid contract, to be guilty of a crime, to vote, to marry, to earn a commission in the armed services, to sit in Congress, and so on through an entire roster of abilities and disabilities. We expect people to conform to the norms attached to their age statuses and are therefore surprised and sometimes shocked by deviations therefrom. When an old man marries a young woman, for example, or vice versa, we tend to respond with some discomfort. The situation is news; it may become a scandal; it is an item for the tabloids.

TOPIC: _____

LEARNING MODULE #2

Passage #2

A casual observer notices that the Moon rises in the east and sets in the west, and each night it rises a little later with a slight change in shape. Closer observations show that it rises approximately 50 minutes later each night, and gradually moves eastward among the background of stars. The latter can be checked quite easily by watching the Moon when it is near a bright star, and in only a few hours, its eastward motion can be detected. If the Moon's position in the sky were observed for a whole month and plotted on a sky map, one would discover that the Moon moves eastward along a path almost the same as that followed by the Sun. The Moon moves in the same direction that the Earth is rotating. While the Earth turns through 1 solar day, about 361 degrees, the Moon moves some distance along its path in that same direction, and so the Earth must rotate a little further to overtake the Moon. This accounts for the 50-minute delay in the moonrise time. From one moonrise to the next takes an average of 24 hours and 50 minutes.

The Moon revolves around the Earth in approximately 1 month, just as the Earth revolves around the Sun in 1 year. To determine the type of path the Moon follows in its journey around us, we must measure its distance from the Earth at various intervals throughout a lunar month. This can be done by having two persons, at widely separated places on Earth, observe the apparent positions of the Moon with regard to the background of stars. Observer B signals A when the Moon is lined up with a certain star X, and then A measures the angle P between the Moon and the star X. Knowing the distance between A and B, and the angle P, the distance to the Moon can be computed. In this manner we find that the Moon follows an elliptical path with the Earth at one focus. At the perigee, the Moon is a little more than 221,000 miles from the center of the Earth, and at the apogee, it is nearly 253,000 miles away, averaging about 239,000 miles. The plane in which it travels is close to the plane of the Earth's orbit around the Sun; they deviate only by an angle of about 5°9', or 5.15°. This means that the Moon follows a path through the stars very close to the path of the Sun, which is known as the ecliptic.

TOPIC:_____

Willard J. Poppy & Leland L. Wilson, EXPLORING THE PHYSICAL SCIENCES, 1nd ed. (C) 1973, pp. 61,62. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Passage #3

Since the large majority of us do not live alone, we consequently live in groups - all kinds of groups. Inevitably most of us are, or have been, members of a family. We have friends, or at least acquaintances. We live in a certain place, and accordingly our street, our neighborhood, our city, our state, and our country represent kinds of groups. We are male or female, old or young, and so we belong to at least two groups based upon biological characteristics. We have an occupation or profession or at least some kind of pursuit, activity, or hobby, and consequently we are frequently associated with those who have similar pursuits, and have something in common with them whether we associate with them or not. Probably everyone who reads this book has, at one time or another, served on a committee, and a committee, too, is a kind of group. Everybody who happens to have read a certain book, including this one, constitutes a group. A classroom is a kind of group and so is a corporation. A university is a kind of group and so are all college students, but they are not groups of the same kind. All those who profess the same religion, who salute the same flag, who have the same ethnic origin, who are in the same income-tax brackets, who subscribe to the same newspaper, and so on through an infinity of examples are in some sense or other members of the same groups.

All criminals constitute a group and so also do all forgers, all teachers and all professors, all artists and all poets, and in each of these cases it can be seen that the first group completely includes the second.

TOPIC:_____

LEARNING MODULE #2

Answer Key - Competency Assessment

#1 - age differentiation; or different behaviors expected of different ages

#2 - movements of the moon; or motions of the moon; movements of the moon and the earth

#3 - groups; man and groups; man's need for groups

Total Possible Correct: 3

ORGANIZING IDEAS READ IN TEXTBOOKS OF COLLEGE - LEVEL INTRODUCTORY COURSES

LEARNING MODULE #11

LEARNING MODULE #11

Organizing Ideas Read in Textbooks of College-Level Introductory Courses

Competency	Criterion Behavior
Organizes the ideas read in textbooks of college-level introductory courses.	Presents an informal written outline which shows major ideas and supporting details of a 250-300 word passage from a college level textbook to instructor.

Rationale: Putting the main points of a reading selection in your own words forces you to think through what has been read. This increases your understanding. Organizing the ideas read so that you can clearly see the main points and how these points were supported by the author also increases your understanding of a subject, and in addition, gives you a neat set of study materials.

LEARNING MODULE #11

Organizing Ideas Read in Textbooks

Prerequisite Skill: You must be able to use the dictionary to look up unknown words and to select the definition which applies as the word is used in the passage you read.

HOW TO TAKE THIS MODULE

The previous page presented the skill covered in this module and the purpose for it. Your next step is to take the pre-test so that you can determine whether or not you need this module. After taking the pre-test, check your answers with the Answer Key. After checking your answers, consult your instructor and let him/her determine where you should begin this module, or whether or not you need it.

If your outline was basically strong, according to your instructor, you do not need this module. If your outline was not particularly strong, begin the module at Component I.

There is no passing or failing of modules. These steps are simply checks to find out where you should begin or to find out if you need the work covered in this module.

The components of the module are designed to help you as you need help. You can complete the module or the components of the module as quickly as you wish. When you have completed a component of the module, you may test yourself to find out if you are ready to move on to another component or to another module of skill building.

You will know when you are ready to move to another component when you get the answers correct in the Self-Assessment Test. You will know when you are ready to move on to another module when you can:

> Present an informal written outline which shows major ideas and supporting details of a 250-300 word passage from a college level textbook to your instructor.

LEARNING MODULE #11

PRE-TEST

Organizing Ideas Read in Textbooks

PURPOSE: The purpose of this pre-test is to determine where you should start in this learning module, or whether you even need this particular module.

LEARNING MODULE #11

Directions: Read the passage below and write an outline of it, showing the major points and supporting details as presented by the author.

Psychology in Historical Perspective

Some of psychology is ancient history. There is evidence of a man's curiosity about himself as far back as historical records go. Despite the philosophical sophistication achieved as a result of this curiosity, however, psychology was essentially non-scientific until the nineteenth century. From that point forward, the field took on a new form, essentially empirical and scientific, possessing biological underpinnings and an experimental superstructure. The following section contains a brief review of some of the landmark achievements of the "new" scientific psychology on the assumption that some acquaintance with psychology's history is necessary to fully appreciate what psychology is today.

It may be well to note at the outset that the new psychology had a rather modest beginning. The problems addressed were simple, perhaps even naive, in contrast with the psychological issues that face modern man and today's scientist. Early psychologists, for example, studied the sensations aroused by simple physical stimuli. They were curious about the speed of simple hand reactions to the onset of a stimulus. They worried about the difference between the perception of a stimulus and a self-generated image of the same stimulus. Not only was the work simple-minded by modern standards, but also the field lacked coherence. However, the impact of early scientific psychologists should not be minimized. Their accomplishments triggered many significant developments which are clearly identifiable in the field today.

Directions: Write your outline on this sheet.

LEARNING MODULE #11

Answer Key

Outline of "Psychology in Historical Perspective"

I. "Ancient" or old or early psychology

   A. Man's curiousity about himself as old as history

   B. Psychology was non-scientific until 19th century

II. Characteristic of "new" psychology

   A. Empirical

   B. Scientific

   C. Simple problems

   D. Studied sensations aroused by simple physical stimuli

   E. Theories lacked coherence

   F. Provided bases for modern psychological developments

LEARNING MODULE #11

Organizing in Writing What you Have Read

Unless you have a photographic memory, it is almost impossible to remember everything you have read. A system of organizing important points made in reading material can be helpful to you for the following reasons:

1. When you have to stop to look up unfamiliar words in a dictionary, your train of thought is broken and it is hard to remember what the last main point was. If you keep a written record of the main points read, it is easy to refer back to the last point and then continue reading.

2. When you have to study for a test, will you re-read all of the previously assigned textbook chapters? If you have kept a written record of the main points made, you will be able to refer back to just those portions which contained the ideas you wish to reread.

3. If your written record is very good, you might be able to study from it without re-reading portions of the textbook.

4. Having a clear written record of the important points from your textbook makes it easier for you to synthesize these points with notes you took from your teacher's lectures.

One way of organizing the ideas read is to OUTLINE the major points and some of the supporting details. A written outline of major ideas literally means just that. Do you remember when you were a child and you put your hand flat on a piece of paper and traced an outline of your hand? The results certainly could not compare with your real hand or even with a photograph of your hand, but the general image was clear enough; one could see a squarish palm with a thumb sticking out of the side, and four finger-like objects sticking out of the top. The general idea was there.

Have you ever given or seen someone give directions by taking a piece of paper, drawing lines to indicate various streets or roads, other symbols for traffic lights, arrows to indicate whether one should turn left or right, and so on? Certainly one could not say that this was a map, but the essential information was there - the general image was clear enough so that the traveler could reach his destination. We could say that this was a type of outline of a real map.

If you were asked to give an outline of your high school years, you might reply that you don't remember them too well, but when you were a freshman you felt a bit lost, when you were a sophomore, you had made a few friends, when you were a junior, you felt that you would never get out, and when you were a senior, you looked forward to graduation, but at the same time, didn't want to leave high school. If this recount were put into outline form, it might look this way:

I. Freshman Year

A. Felt lost
B. Unfamiliar surroundings
C. Strange people
D. Everyone else seemed to have friends

II. Sophomore Year

A. School more familiar
B. More familiar faces
C. Made a few friends
D. Joined a club

III. Junior Year

A. School was very familiar
B. Looked grown-up to the new freshmen
C. Active in club, chorus, drama club
D. Had a best friend
E. Graduation would never come

IV. Senior Year

A. Felt important
B. Excited over prospect of graduation
C. Had a best friend and a boy or girl friend
D. A little frightened to leave familiar school

Certainly, this is not the whole story of one's high school years, but it does give some highlights of one's social progress and feelings about the high school. Each one of the lettered points could be developed into a sentence or two. Each one of the points next to the Roman numerals would be a new paragraph, and you would have an essay describing some of the social aspects of one's experiences during the high school years.

When you write an outline of an article or a reading passage you do just the reverse. You select the highlights or main points from each section of the passage, write them down, and then write any points the writer made which supports these highlights or main points.

Let's take a look at the following passage:

Another familiar retail operation that offers considerable variety is the supermarket. The supermarket is a descendant of the general store, through its offspring the corner grocery. Supermarkets sell canned goods, produce, meat, dairy products, delicatessen items, gourmet foods, and in the states that permit it, wines and liquors. In addition, they have developed an increasing line of sundry merchandise, such as cleaning equipment, garden supplies and plants, dishes and glassware, low cost hardware, cosmetics, and even toys. The supermarket is characteristically a chain operation, although there are some independents. Supermarkets usually operate on a self-service basis. Sales are strictly on a cash basis, and little is offered in the way of customer service. *

In order to outline the important points of this passage, you must analyze it to determine what the topic is, and what is being said about the topic. Ask yourself, "What is all or most of this about?" Yes, most of this is about supermarkets.

What seems to be emphasized in the first few sentences? The origins of supermarkets and what they sell are discussed. Check again, and if this is so, write these main points down. Now ask, "What seems to be emphasized in the next few sentences?" Yes, the point seems to be that they (supermarkets) are expanding the types of products they sell. Finally, ask again, "What seems to be emphasized in the last few sentences?" The emphasis seems to be on the operation of supermarkets.

Let's write down the answers to the questions above. These answers will be the main points in our outline of this passage. Main points will be indicated by Roman numerals as follows:

*From YOUR DYNAMIC WORLD OF BUSINESS by Kriz & Duggan. Copyright 1973 McGraw-Hill. Used with permission of McGraw-Hill Book Company.

LEARNING MODULE #11

TOPIC: Supermarkets

I. Origins
II. What they sell
III. New products being added
IV. The operation of supermarkets

The above reflect the major points made in the passage. Now, the next step is to add a few important details WHICH SUPPORT each of our major points. Once more, ask yourself questions.

"What were the origins of the supermarkets?"

"What do they sell?"

"What new products are being added?"

"What are the characteristics of operating a supermarket?"

The answers to these questions will help us to fill in our outline. When it is filled in, it will look this way:

TOPIC: Supermarkets

I. Origins

A. The general store
B. The corner grocery

II. What they Sell

A. All kinds of foods
B. Wines and liquors in some states

III. New Products being added

A. Cleaning equipment
B. Garden supplies and plants
C. Housewares
D. Low-cost hardware
E. Toys
F. Cosmetics

IV. Characteristics of their operation

A. Chain stores
B. Strictly cash selling
C. Little customer service

We have not included every detail which was mentioned in the passage, but as you can see, the main points about supermarkets are listed. The important fact is that we have listed the major points in such a way that it is easy to look at this outline and see immediately the main points and the supporting details.

Let's take a minute to discuss the above format. Some teachers prefer a different numbering and lettering system. Don't let that confuse you. The important point here is that the major points stand out at the left side of your paper and the supporting details are indented under the major points which they support. The diagram below illustrates this point:

TOPIC: (Indicate the topic of the passage here)

I. Major Point I

A. Supports Major Point I
B. Supports Major Point I

II. Major Point II

A. Supports Major Point II
B. Supports Major Point II

III. Major Point III

A. Supports Major Point III
B. Supports Major Point III
C. Supports Major Point III
D. Supports Major Point III
E. Supports Major Point III
F. Supports Major Point III

IV. Major Point IV

A. Supports Major Point IV
B. Supports Major Point IV
C. Supports Major Point IV

Notice that the ideas listed next to the letters support a particular major point - the point just above them.

LEARNING MODULE #11

There are some passages which are so filled with facts and ideas that the type of outline we have described cannot show everything which is important. The type of outline we have shown had one indentation. The capital-lettered ideas were indented. That is one indentation.

Let's take a look at an outline of a passage which had so many important points that two indentations had to be included in the outline. How do two indentations look? Following is a model for an outline with two indentations:

TOPIC: Circulatory System of Man

I. Circulatory system at birth
   A. Heart
      1. Two upper chambers
      2. Two lower chambers
   B. Vessels attached to heart
      1. Arteries: take blood away from heart
      2. Veins: take blood back to heart
   C. Two types of capillaries
      1. Some branch from the arteries
      2. Some join in a new pattern to form the veins

D. Gilbert, STUDY IN DEPTH, Copyright 1966. Reproduced by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

The model for an outline with two indentations looks this way:

TOPIC: (What Most of the Passage is About)

I. Main Point #1
   A. Major detail which supports Main Point I
      1. Minor detail which supports Major Detail A
      2. Minor detail which supports Major Detail A
   B. Major detail which supports Main Point I
      1. Minor detail which supports Major Detail B
      2. Minor detail which supports Major Detail B
   C. Major detail which supports Main Point I
      1. Minor detail which supports Major Detail C
      2. Minor detail which supports Major Detail C

Note that the minor details listed next to Arabic numerals support the previous major detail. If you need further explanation, see your instructor.

Now you will have a chance to apply what has been discussed here. Which Component did your instructor advise you to begin? Turn to that Component and begin work.

Component I

Directions:

1. Get the book, Better Work Habits, by Rachael Salisbury from your instructor. Turn to Problem 1, page 11.

2. Read the directions. As you can see, you must decide from the lists of words given which words are main points to which the other words refer.

3. Complete the exercise on pages 11, and 12.

4. Be sure to use your dictionary to find the meanings of any words you do not know.

5. Check your answers with the Answer Key for those pages.

6. How did you do? Consult with your instructor.

7. Next do the exercises on pages 13 and 14.

8. Follow the directions above in Items 4, 5 and 6.

9. If you are having trouble, read pages 8, 9, and 10 of Better Work Habits. Then do Problem 3 on pages 15 and 16. Follow the directions above in Items 4, 5 and 6.

10. If you are not having trouble, do Problem 4 on pages 17 and 18. Follow the directions above in Items 4, 5 and 6.

11. Now, do Problem 8, Exercises 1, 3 and 5 on pages 27 and 28. Follow the directions above in Items 4, 5 and 6. Don't forget to use your dictionary.

12. Before moving on to outlining sentences, do one more set of word-phrase exercises. Do Problem 12, Exercises 1 and 4 on page 37. Follow the directions given above in Items 4, 5 and 6.

13. After consulting with your instructor, do Problem 27, excercises 1, 3, 5, 7, and 9 on pages 97 and 98.

14. How did you do? Are you ready to take a Self-Assessment Test? If you and your instructor agree that you are, take the Self-Assessment Test for Component I.

15. Check your answers with the Answer Key. If you had 39 or more answers correct, you are ready to outline paragraphs in Component II. Consult your instructor.

16. If you had fewer than 39 answers correct, consult your instructor for advice. Do not continue these directions until you have consulted with your instructor.

LEARNING MODULE #11

Component I - Self-Assessment Test

I. Directions:

Choose the two main topics as well as the subtopics from the lists given in each exercise below. Write the main topics next to the Roman numerals and list the related subtopics under the numerals.

Exercise 1 -

Slim, overbearing, plump, self-confident, flattering adjectives, frank, unflattering adjectives, skinny, fat, tactful, rude, devious.

I. _____

A. _____

B. _____

C. _____

D. _____

E. _____

II. _____

A. _____

B. _____

C. _____

D. _____

E. _____

LEARNING MODULE #11

Component I - Self-Assessment Test

Directions: Arrange the names of the birds and animals in order of size. Write your own main topics next to the Roman numerals. List the birds and animals as sub-topics under the proper numeral.

Exercise 2 - canary, elephant, turkey, mouse, donkey, goat, robin

(Write here)

Directions: Arrange the following numerals by size. Write your own main topics and list the numerals under the appropriate main topics.

Exercise 3 - 520, 4, 518, 516, 3, 7

(Write here)

LEARNING MODULE #11

Component I - Self-Assessment Test

Directions: Read each sentence below. Write the main topic of each on the line next to the Roman numerals given. Choose the sub-topics which relate to each main topic on the lines next to the capital letters.

Exercise 4 - Stars differ greatly from each other in color, light-giving power, and in temperature.

I. _____

A. _____
B. _____
C. _____

Exercise 5 - The freshman entering high school often finds himself handicapped from the start by certain weaknesses, among which are poor reading ability, poor habits of concentration, and lack of a definite time schedule for study.

I. _____

A. _____
B. _____
C. _____

Exercise 6 - The way to learn a new word in any language, including English, is to read it, speak it, and write it.

I. _____

A. _____
B. _____
C. _____

LEARNING MODULE #11

Component I - Self-Assessment Test

Exercise 7 - Several of the dangers inherent in the use of laboratory tools are that you can damage the instrument through ignorance or awkwardness, you can damage the specimen being studied, and you can endanger yourself or your classmates.

I. _____

A. _____

B. _____

C. _____

Exercise 8 - The two great faults of the high-school writer, so far as punctuation is concerned, are the run-together sentence, whem a comma carelessly tacks two statements together, and the sentence fragment, when an important modifier is brutally chopped away from the rest of the sentence by a period.

I. _____

A. _____

B. _____

LEARNING MODULE #11

Component I - Self-Assessment Test

Answer Key

Exercise 1 -

I. Flattering adjectives
   A. Slim
   B. Plump
   C. Self-confident
   D. Frank
   E. Tactful

II. Unflattering adjectives
   A. Overbearing
   B. Skinny
   C. Fat
   D. Rude
   E. Devious

Exercise 2 -

I. Birds
   A. Canary
   B. Robin
   C. Turkey

II. Mammals or Animals
   A. Mouse
   B. Goat
   C. Donkey
   D. Elephant

Exercise 3 -

I. One-digit numbers
   A. 3
   B. 4
   C. 7

II. Three-digit numbers
   A. 516
   B. 518
   C. 520

LEARNING MODULE #11

Component I - Self-Assessment Test

Answer Key

Exercise 4 -

I. Differences among stars
   A. Color
   B. Light
   C. Temperature

Exercise 5 -

I. Handicaps in high school
   A. Poor reading ability
   B. Poor concentration
   C. Poor scheduling

Exercise 6 -

I. How to learn a new word
   A. Read it
   B. Say it
   C. Write it

Exercise 7 -

I. Dangers of using laboratory tools
   A. Damage to instrument
   B. Damage to specimen
   C. Injury to self or classmates

Exercise 8 -

I. Main punctuation faults of high-school writers
   A. The run-together sentence
   B. The sentence fragment

LEARNING MODULE #11

Component II

The purpose of this Component is to give you experience in outlining paragraphs. Get the book, Study in Depth by Doris Gilbert from your instructor. Turn to Exercise 6, "Outlining." You will follow the directions in this module to do the exercises. Do not write in the book.

Directions:

1. Read Paragraph 1 on page 35. What is most of this paragraph about?
2. Write the answer, (which is the topic) on your answer sheet.
3. What seems to be the point of this passage? What is the main idea which the writer seems to make?
4. The answer will be your main point which you will write next to Roman numeral I.
5. Find the important details which support the main point.
6. List them under the main point, next to capital letters of the alphabet.
7. Check your answer with the Answer Key. If you have any questions, consult your instructor for guidance and reread the first few pages of Component I.
8. Next, read Paragraph 3 on page 36.
9. Follow the instructions listed above (numbers 1-7).

How do your outlines compare with the Answer Key?

LEARNING MODULE #11

Component II

For a change, get the Salisbury book, Better Work Habits, and follow the directions below.

1. Do Exercises 1-4 on page 117. Read each passage. Ask, "What is most of this paragraph about? Write the answer (which is the topic) on your answer sheet. Do not write in the book.

2. What seems to be the point of each passage? Ask yourself, "What does the writer say about the topic?" or, "What does the writer seem to want me to know about this topic?" The answers should give you the main points of each passage.

3. Ask yourself, "How does the writer support this main point?" The answers should give you the supporting details of each main point. Write in these supporting details on the lines next to the capital letters. These will be the major supporting details.

4. Read the sentences in parentheses which follow each passage. They are designed to give you clues to writing your outlines.

5. Check your outlines with the answer key for these four exercises.

   Some passages contain more than one major point. This means That you will have more than one Roman numeral which shows the main point made.

6. If you had three or more of exercises 1-4 on page 117 correct, follow the directions beginning with number 7 on this page. If you did not have 3 or more correct, consult your teacher and do Exercises 5-7 on page 118.

7. Turn to pages 121-122. You will notice that the passages for Exercises 1, 2, and 3 are slightly longer. These passages have Two major points which must be supported by some major details.

8. Read each passage and outline it on your special answer sheet.

9. Check your answers with the Answer Key. How did you do? Consult your teacher.

10. If you did not have two or more correct, do Exercise 1 on page 131 and consult your instructor again. Also do Exercise 3 on page 132.

11. If you did have two or more correct, you are probably ready to work on outlining passages which have more than two main points.

Component II

12. Turn to page 131 and outline Exercise 2 and then outline Exercise 4 on page 132.

13. Check your answers with the Answer Key. What do you and your instructor think? Are you ready to take another Self-Assessment Test?

14. If you and your instructor agree, take the Self-Assessment Test which follows. Check the Answer Key. If you and your instructor agree that your outline basically follows the Answer Key, you are ready to move on to Component III.

15. If after taking the Self-Assessment Test, you agree that you need more help, consult your instructor, re-read Part 4 of this Module, and read pages 103 and 104 of Better Work Habits.

16. After doing these things, follow your instructors' directions and outline Exercises 1 and 2 on page 105 and Exercises 6 and 7 on page 105. Check the Answer Key for these exercises and consult your instructor.

17. If you had 3 or more correct on this Self-Assessment Test, you are ready to move on to Component III, the final Component of this Module.

LEARNING MODULE #11

Component II - Self-Assessment Test

Directions: Read the passage which follows and then write an outline with one indentation. There is one main topic.

There are several reasons why people make written outlines. One reason is that outlining helps us to find the main ideas of a passage. Another reason is that it forces us to see the relationships between ideas. We have to look for important ideas and ideas which are related to them. A third reason is that outlining helps us to understand how individual writers put their work together in order to make their points.

Write the topic here: TOPIC: _____

Write your outline here:

LEARNING MODULE #11

Directions: Read the following passage. The topic is given. There are three main points. Write an outline. Use your dictionary to find the meanings of any words you do not know.

Tryouts

There are three types of tryouts - general, screening, and a combination of both. Each varies according to the situation and the individual director's preferences. The general tryout is used when scripts or excerpts are available in advance. In addition, everyone who wishes to try out can do so. Each applicant, in this case, names the part or parts he is interested in, and is allowed to read all his choices. He may also come back as often as he wishes during the tryouts.

The screening process is more useful when the applicants have no opportunity to become acquainted with the entire play and do not know what part they want to read. First, the director tells the group the story of the play, sketches the essential qualities of each role, and makes it clear that some students may not be cast for the roles they read in tryouts. He then passes out scripts and asks specific people to read several parts, both large and small. The director knows what he is looking for and finally casts from general adaptability.

The most common method of casting is a combination of screening and general tryouts. A time is set, and anyone who wishes to take part in the production meets with the director. The director then reviews the plot and sketches the general type of characters needed. If the number of people at the session is large, numbers may be given applicants as they arrive so that they may be heard in turn. Finally, typed excerpts are handed out, and each student has a chance to read before the entire group.

LEARNING MODULE #11

Directions: Read the following passage. The topic is given. There are 6 main points in the passage. The first, fourth, fifth, and sixth main points have no major supporting points. Write an outline.

Poverty in the Underdeveloped Nations

It is estimated that at least two-thirds of the population of the world lives in areas that are regarded by economists as economically underdeveloped. In such areas the vast majority of the people are poor and living in conditions which are almost unbelievable to an American who has not seen them. Life is short and most of it is devoted to hard, backbreaking manual work without any labor-saving devices, such as machines. Why does this happen?

One reason is lack of knowledge. Most of the people work much longer hours than do Americans. But because of debilitating diseases, malnutrition, and above all lack of knowledge as to how best to utilize the resources nature has provided, they only produce enough for a subsistence standard of living.

Another reason for the low level of production in such areas is lack of capital equipment. Millions of the world's farmers have only the most primitive of instruments. This lack of capital equipment in agriculture means that the bulk of the population has to work long hours on the land in order to satisfy the basic need for food. This in turn means that few people are available for work in industry and trade.

Another reason for the poverty of many countries is overpopulation. The birth rate is high, but the death rate is being brought down as modern medical knowledge and public health facilities are introduced. The widening gap between birth and death rates is resulting in a rapid increase in the number of people in such countries. The increases in production achieved in a year are very often used simply to satisfy the basic needs of the additional people rather than to raise living standards.

Still another reason for the low level of production in many countries is that they lack many of the social, political, and economic institutions which exist in more advanced parts of the world and which are an important

element of progress. Education is a good example. One of the greatest needs of the underdeveloped countries is for more and better education. Right now they lack schools, they lack teachers, and they lack libraries. As a result, ignorance and superstition too often previal instead of knowledge and enlightement.

Another important element lacking in the underdeveloped countries is a stable, efficient government. The mass of the people are illiterate, and therefore, too often, the government tends to be in the hands of a small group of professional politicians, military men, or landowners who are not really interested in the welfare of the people.

Finally, the nature of economic life in underdeveloped areas is often not such as to encourage progress. One of the ironies of economics is that wealthy societies with a high income level find it relatively easy to save and accumulate capital and thus become even more productive, whereas poor societies with a low income level cannot save adequately and therefore, cannot accumulate the capital needed to increase production.

LEARNING MODULE #11

Component II - Self-Assessment Test

Answer Key

Tryouts

I. General tryouts

- A. Scripts available
- B. Tryouts open to all
- C. Applicants choose parts to read
- D. Applicants may return

II. Screening tryouts

- A. Director explains play and method of selection
- B. Scripts are passed out and parts read
- C. Director casts for adaptability

III. Combination tryouts

- A. Meeting is scheduled
- B. Director reviews plot and characters
- C. Typed excerpts are handed out and read

Poverty in the Underdeveloped Nations

I. Lack of knowledge

II. Lack of capital equipment

- A. Farmers work long hours
- B. Labor shortage in industry and trade

III. Overpopulation

- A. High birth rate
- B. Lower death rate

IV. Lack of social, political, and economic institutions

V. Lack of stable, efficient government

VI. Inability to accumulate capital

LEARNING MODULE #11

Component III

In this component, emphasis will be placed on writing outlines with three levels of indentation. Remember, indentations must support the major point or major supporting detail made previously.

Let's briefly review: Your main points are written to the extreme left of your paper, at the margin, next to a Roman numeral. The major details which support the main points are written, indented four letters, underneath the points which they support. If there are minor details which support the major supporting details, they are indented four letters to the right, and are written under the details which they support. In case this seems confusing, refer back to the sample given in Part 4 of this Module to see the picture more clearly. Are you ready?

1. Get Study in Depth by Doris Wilcox Gilbert.
2. Read paragraph 2 on pages 35 and 36. What is most of this paragraph about?
3. Write the answer, the topic, on your answer sheet.
4. What seems to be the point of this passage? What is the main idea which the writer seems to make?
5. The answer will be your main point which you will write next to Roman numeral I.
6. Now find the major details which support the main point.
7. List them under the main point next to capital letters. Leave space between each capital letter.
8. Now look for some minor details which support the major details.
9. List these minor details under the major details which they support.
10. Check the Answer Key and compare your outline with it.
11. Show your outline and the Answer Key to your instructor. How did you do?
12. Outline Paragraphs 4 and 5 on pages 38 and 39. Follow items numbered 3-10 above.

Component III

13. Show your outlines and the Answer Keys to your instructor.

14. If you and your instructor agree, you may take the final Competency Test.

15. If both of you feel that you are not quite ready, follow the directions below.

16. Get Paul B. Panes book, Reading the Textbook.

17. Read pages 11-13, and then outline the passages on pages 251, 252, and 249.

18. Show your outline to your instructor. If you agree that you need more practice, re-read pages 11-13, re-read the lesson in Part 4 of this Module, and outline the passages on pages 253 and 254.

19. Consult your instructor after completing these outlines.

20. When you agree that you are ready, you may take the Competency Test for this Module. If your instructor agrees that your outline is similar to the outline in the Answer Key, you have gained competence in outlining passages from textbooks.

You have completed this Module.

Competency Assessment

Directions: Read the textbook passage below. Write an outline of this passage.

Easing Social Change

Important social changes of many sorts are taking place in the United States. What we will discuss here is related to prejudice-desegration. Legal segregation has been slowly diminishing for almost twenty years. Areas of change have included educational and other public facilities (buses, restaurants, etc.). Segregation, however, continues in many areas even in public facilities. Efforts at increasing integration in the North as well as the South continue to occupy attention. How can desegration be facilitated?

Experience with integration as well as with psychological theory suggests that integration need not wait for an absence of prejudice. It can proceed readily and peacefully despite widespread and deep-rooted prejudice. In fact, desegration is generally followed by social support. Changing behavior, as consistency theory suggests, can lead to changing attitude.

Attitude change tends to be restricted to support for only that change which has taken place. For example, white soldiers in World War II who initially opposed integration of their units came to accept and even highly praise black soldiers who joined their unit. However, their acceptance was restricted to blacks as soldiers and they maintained social segregation outside the armed services. Similarly, integrated schools may be readily accepted (where no organized resistance opposes them) but social equality does not necessarily spread beyond that institution. In other words, both the opponents and proponents of integration exaggerate its effects: integration of one institution does not lead to widespread social change.

Social psychology literature suggests that if desegration could somehow be achieved, its maintenance would be relatively easy and would lead directly to attitude change. But how can it be carried out initially? Advantage can be taken of another important finding. There is or can be a considerable discrepancy between attitude and action.Attitude and action are inconsistent when: (1) social support for the attitude is lacking or contradicts the attitude, (2) persons or groups which are respected by the individual take a position contrary to his,

(3) the attitude is inconsistent with other attitudes or values, (4) the opportunity for expression of the attitude is absent, and (5) the attitude (in this case prejudice) is isolated or compartmentalized so that it is not connected to concrete behavior (for example, picketing an integrated school). In concrete terms, this might mean that integration can take place when: (1) no counter-propaganda efforts develop (perhaps because of insufficient time), (2) the mayor, police chief, churches, etc. support integration, (3) other attitudes, such as respect for the law and social justice are appealed to, (4) no active, concrete, and organized resistance occurs.

LEARNING MODULE #11

Competency Assessment

Answer Key

Easing Social Change

I. Prejudice no hindrance to integration

- A. Desegration generally followed by social support
- B. Changing behavior leads to changing attitude

II. Limitations of desegration and attitude changes

- A. Army desegration - World War II
  1. Prejudiced white soldiers accepted black soldiers put into unit
  2. White soldiers praised black soldiers
  3. White soldiers maintained social segration outside army
- B. School desegration limited to school grounds

III. How desegration can be implemented initially

- A. No counter-propaganda efforts
- B. Support of desegration by public officials
- C. Appeal for support of law
- D. Appeal for support of social justice
- E. Lack of concrete active, organized resistance